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BI-LINGUAL TEACHING
IN
WELSH ELEMENTARY SCHOOLS
OR MINUTES OF EVIDENCE OF
WELSH WITNESSES
BEFORE THE
ROYAL COMMISSION ON EDUCATION
IN 1886-7
WITH INTRODUCTORY REMARKS
AND THE
RECOMMENDATIONS OF THE COMMISSIONERS ON THE QUESTION
AS GIVEN IN THEIR OFFICIAL REPORT.

1888.

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INTRODUCTORY REMARKS.

11-26-22
The following pages, will, it is believed, prove of interest to those interested in Welsh Education, i.e., elementary Education in Wales, Monmouthshire, and the district in Shropshire, where Welsh is more or less spoken. The subject of bi-lingualism would probably have almost escaped the notice of the Royal Commission had not that veteran champion of Wales, Henry Richard, secured the insertion of the subject in the syllabus of points of enquiry.

We shall see that as one of the Royal Commission he personally conducts a considerable portion of the examination of the Welsh witnesses, and although some of the Commissioners were evidently but poorly informed on the question, and looked at it through English spectacles, it received quite as liberal and intelligent a treatment as the friends of the Welsh nation could reasonably expect.

The traditional policy of the Education Department was for a long series of years, a counterpart in some respects, to that of the Hanoverian dynasty with regard to ecclesiastical appointments in Wales in the 18th century, viz., to regard the language as a vexatious obstacle to the unification of the country, to ignore it as much as possible, and to ride rough shod over the very idea that Wales required any essentially different treatment at their hands from England. There are men still extant whose views are moulded after this model, but the present generation has seen rather a remarkable change of front, or at any rate, the beginning of such a change, which it is much to be hoped will be a considerable factor in introducing a healthier state of things both socially and intellectually into the principality.

Wales is too wide awake and too keenly alive to her material interests, to believe that she can do without the English language or English influence; both are at present bound up in her life; but she has an individuality of her own, which some of her sons at this day believe has not been sufficiently developed in the past and that the nation has suffered in many ways in consequence.

In the natural course of the development of this individuality, and that which will adapt her to the work she is best fitted for, lies an intelligent knowledge of the native language both as to reading and writing, where

this knowledge can be attained without an undue sacrifice of time from other subjects. This, of course, cuts off all districts such as South Pembrokeshire and East Radnorshire, where Welsh is practically a foreign language, from any alteration in their educational arrangements, unless exceptional circumstances favoured it with clever pupils; but it has perhaps scarcely occurred to the minds of the public, that the district where teaching Welsh as a Specific Subject has been longest tried, and where it was attended with markedly satisfactory results, where the *English* was improved, was one on the extreme East of Glamorganshire, where perhaps 70 or 80 per cent. of the pupils habitually thought and spoke in English.

If it is an advantage to them, if it improves their mental calibre, if, as I think it is proved, the extra labour of teaching it is comparatively small, why should not the whole of Bi-lingual Wales avail itself of the privilege, and why should not a liberal interpretation be given to the term Bi-lingual Wales? Perhaps it will be objected—if these English speaking children are going to learn a second language at all, and can do it so easily, why not teach them French or German at once? Those who argue thus either do not know Wales, or do not know what teaching means. The proposition is simply impracticable, and may be dismissed without further consideration. The (elementary school) teaching of French in German Switzerland, and that of German in French Switzerland is found to amount to very little, much less would it be in England or Wales.

What is the meaning then of these English-speaking children in Glamorganshire doing so well at the examinations in Welsh? The real secret is, I believe, that Welsh is not a foreign language to them because a considerable majority probably attend Welsh preaching or schools on the First day of the week in connection with Welsh congregations in the district, of which among the dissenters there were 18 in 1884 but only 5 English ones; the same remarks would apply to certain districts in Monmouthshire.

Again a suggestive fact is this,—The Society for Utilizing the Welsh Language in Education, on its first formation drew its members largely from districts in South Wales, where the peculiar difficulties attached to teaching children in English, when their home language was Welsh, either did not exist or were very small compared with those in thoroughly Welsh places. With such men the enthusiasm with which the

Society was welcomed was largely the expression of attachment to the old language and of a wish that the rising generation should not grow up monoglot English, but have some systematic knowledge of Welsh.

It will be seen that the almost unanimous testimony of the witnesses goes in favour of an alteration in Welsh Wales, i.e., districts where little but Welsh is the usual medium of communication between the people, which would enable the children more intelligently to receive the instruction imparted and to learn English by means of translations from the Welsh, not only by ear mentally in the hap-hazard way at present suffered, but also by writing as a fixed part of school instruction. In fact a clear and strong case has been made out for Welsh Wales. Few sensible, thinking men would deny that much more recognition of the language is needed there than is the case at present, but I do not think that the claims of Bi-lingual Wales—such districts as Merthyr, Mynyddislwyn, Bedwellty, Vale of Clwyd, and Wrexham were nearly sufficiently strongly set forth. In these places many of the children are already more or less familiar with both languages. Now if the requirements of the Code and the pressure already upon teachers stands in the way of their teaching another language than English, what objection can there be to bi-lingual *reading books*, from which exercises in reading either language could be given at the option of the teacher? Such a plan would not have the drawback of tending to minimise the child's opportunities of acquiring English and thinking in English, because in most cases English would be the most familiar language to begin with, but it would have these advantages,—

The school would get credit for proficiency in the class subject *reading* in which the children's attention would be secured by the variety offered, and English children need not be asked to read Welsh.

Because as a means of Elocutionary Exercise the Welsh language has many points of superiority to the English and it has most effect upon the feelings.

Because many of these children will prefer in after life to listen to religious exercises in Welsh rather than English, and the opportunity of easily improving their familiarity with the language as a written and literary one should not be denied.

Quite recently I was speaking to a self-taught man, a small shopkeeper at Abercarn, who has passed nearly all his life in Monmouthshire, and who is a Welsh Baptist, although he

confessed he was more familiar with the English language. He made some remarks to this effect: "You see that young lady just come into the house; no one is more constant in attendance at our church, but she is a very poor hand at reading (Welsh), and I find great difficulty as a 'Sunday' school teacher in getting my pupils to read Welsh intelligently." He had taught himself first to read Welsh and then English. Of course this is a statement from a largely Anglicized district, where Welsh would not be the fireside tongue for such young people, but it is to be hoped that a more improved system of secular education will remove some of these difficulties in the schools belonging to the different congregations.

Of course it will be asked *cui bono*! If these young people in semi Anglicized Wales think and speak and read in English, if they have the "larger life" of which we shall hear in the following pages as fully before them as if they lived in Dorset or Hants, why trouble to teach them an half obsolete, dying language, with no literature and no commercial advantages which will be of no good at all in after life? To this I say:—

That if the language is half obsolete it has also a vigorous other half which is worth looking after.

That it is doubtful if it is dying; and if it is, it is under circumstances of artificial pressure which tend to show up on the other hand its wonderful vitality.

That the statement it has no literature, is easier made than proved; and that it has a literature in the direction of poetry of which the counterpart cannot be found in England, besides a prose literature of a fairly educational character for the masses.

That the English even of such pupils would be improved by some grammatical knowledge of Welsh.

That a considerable number of tradesmen in South Wales prefer assistants who can speak Welsh, and in many cases Welsh is indispensable.

That even if it has not direct commercial utility out of Wales, a systematical knowledge of it renders the acquisition of commercial languages easier; that Welshmen have much less difficulty in the pronunciation of French or Spanish than English people.

But the Welsh language has an educational value apart from the question whether it possesses a rich literature or not, though even if it had but one twentieth the literature it has, it

would still have this great advantage which I would recommend to the attention of those who are almost obliged to form some opinion on this matter.

Almost ever since the Norman Conquest the English language has to a large extent lost the power of forming new words from roots within itself for the expression of scientific and abstract ideas, but has borrowed either directly or indirectly from the Latin or Greek. Hence to a large number of the working and lower middle classes in England, such words as astronomy, geology, telegraph, emphasis, are conventional terms or sounds to the meaning of which they have no clue in any words of daily use, and in reading a book dealing with such ideas they are at a loss and unable to appreciate it as they would. Now Welsh in common with German has not lost this power; astronomy is *seryddiaeth*—geology, *daeareg*—geography, *daearyddiaeth*—telegraph, *pellebyr*—emphasis, *pwyslais*; familiar roots with or without familiar affixes. I believe this fact (together with the general expressiveness and power of the language) to be one reason why the Welsh in proportion to their numbers are a more literary people than the English, and why where Welsh ceases to be spoken, we do not see the improvement in the intellectual condition of the people which some people have superficially thought would almost necessarily follow.

Let Bi-lingualism therefore have a fair, full, and generous trial in East as well as West Wales, and if it fails, we must accept it as the result of legitimate experiment; if it succeeds all round, those who are now putting their shoulder to the wheel in this movement will have the satisfaction of knowing that they have done something towards improving the mental capacity and intelligence of their countrymen, if not their moral condition as well.

It is right to add that I alone am responsible for all the explanatory matter and sub-headings in the following evidence, while in one or two trivial instances where there appeared to be a misprint or error in the Blue Book it has been corrected.

Newport, Mon.

JOHN E. SOUTHALL.

8th mo., 1888.

NOTE.

Since writing most of the preceding remarks, the Report of the Royal Commission has been published, and the section referring to this question is given as an appendix at the end of the book. Its recommendations endorse almost every point the Utilisation Society has asked for.

Next to the Education Department, scarcely any body can indirectly influence Education in Wales more than the Senate of London University ; and if the recommendations of the Commission, re-echoed as they are in the Minority Report, are sound, the principle involved cannot logically or consistently be shorn of its application to secondary and higher education, but it entitles Wales to special consideration from the Senate and makes valid the claim for the insertion of Welsh as an optional subject at one or more of the examinations, to say nothing of the neglect of Celtic scholarship attached to their present system. J.E.S.

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REPRINT OF EVIDENCE
OF WELSH WITNESSES BEFORE THE
ROYAL COMMISSION ON EDUCATION,
1887.
(VISCOUNT CROSS IN THE CHAIR.)

The Evidence of BERIAH G. EVANS,
Secretary to the Society for the Utilization of the Welsh Language.

4th month "April" 19th.

42,563. (*Hy. Richard, M.P.*) You have been for the greater part of your life engaged in educational work in Wales, have you not?—I have been for the greater part of my life so engaged.

42,564. Will you state what has been your experience in that respect?—I served five years as a pupil teacher at Beaufort, Monmouthshire, British School; then for 16 years, I was master of the Gwynfe, Carmarthenshire, British School,—subsequently, a board school; then, for three and a quarter years, I was head master of the Llangadock, Carmarthenshire, Board Schools; subsequently, I was appointed secretary to the Society for utilizing the Welsh language; that was in August 1885. Since 1880, I have been editor of a Welsh Family Magazine, and in that capacity I have come into contact with Welshmen all over the Principality.

42,565. In regard to the Society for the utilization of the Welsh language in education, of which you are secretary, I should like to ask you a question. The object of that Society is not to discourage the acquisition of the English language by the Welsh children, or to prevent its spread in Wales, is it?—The very reverse would be its object.

42,566. Still less, I suppose, has it any political character?—None whatever.

42,567. Your contention is, that the English language will be best acquired by Welsh children through the medium of Welsh, is it not?—Exactly so.

42,568. Is the Society a large one?—Its formation has been comparatively recent; but since its formation in August 1885, when some 21 persons, I believe, met together to found it, its numbers have continued to increase until the present day; its roll of membership at the present moment exceeds 800 through all parts of Wales, and of these, a very large proportion would be persons intimately connected with education, elementary, intermediate, and higher.

42,569. Persons belonging to every political and religious section?—Every political and religious section is represented fairly on the Council and the list of members.

42,570. Are any of the principals of the colleges in Wales connected with the Society?—The principal of the University College of South Wales and Monmouthshire, Cardiff, and the principal of the University College of Wales at Aberystwyth, are members of the Council of the Society. Professors again at each of these Universities, and the Registrar of the University College of North Wales, Bangor, are also members of the Council.

Prevalence of the Language.

42,571. Can you give any evidence to the Commission as to the present prevalence of the Welsh language in the Principality, first of all as a spoken language. I suppose that it is still largely in use in most of the agricultural districts of Wales?—It is a notable fact, that with the exception of Radnorshire, and parts of Breconshire and Pembrokeshire, Welsh is practically the home language of the people. English may be the language of the school, but Welsh is the language of the playground, of the roads, of the market, and of the shop. In many cases it is the language of discussion and of business in public bodies, school boards, boards of guardians, parish vestries, &c., much, if not the whole of the business of which bodies, in many instances, is conducted entirely in Welsh, though the minutes are recorded in English. For 16 years I was in charge of a school, where outside the walls of my schoolroom, I had no occasion for using any language but Welsh half a dozen times in the year. Mr. W. Williams, Her Majesty's Chief Inspector of Schools for Wales, states that, for the counties of Cardigan, Pembroke, and part of Carmarthen, most of the children speak Welsh habitually at home, excepting in the southern half of Pembrokeshire.

42,572. Passing to the mining and manufacturing districts, how does the language hold its own there?—Mr. D. W. Jones, coal inspector, Cardiff, says:—"I am within the mark when I say that nine-tenths of the colliers of South Wales speak Welsh in the coal pit." Mr. W. Edwards, Her Majesty's Inspector of Schools, writing under date November 30th 1880, says:—"I recently made a minute inquiry into the extent to which Welsh is spoken by the children of the district with this result:—of 24,383 children above 7 years of age, 55 per cent. were returned as speaking Welsh habitually at home. In the Rhondda Valley the proportion of purely Welsh children is much greater, viz. 72 per cent."

42,573. How is it in the quarry districts of North Wales?—Mr. Edward Roberts, Her Majesty's Assistant Inspector of Schools for District No. 46, comprising the Island of Anglesey, and the Census Unions of Bangor, Carnarvon, and Pwllheli, says:—"The Welsh language is spoken, I may almost say, exclusively, by children in this district when not at school." The Reverend Daniel Rowlands, Principal of the Bangor Training College, says:—"In Anglesey, and Carnarvonshire I should say that the language used by children out of school is exclusively Welsh. I believe that the same thing is true and perhaps to a still greater extent in Merionethshire."

42,574. How is it with regard to the large towns, such as Cardiff and Swansea; I suppose that English predominates there?—There is, even in large towns much more Welsh than is apparent to a superficial observer. When I removed to Cardiff two months ago, I was told that I should never hear Welsh spoken. Since then I have made it a habit in calling at shops to make some remark in Welsh, and in only one instance have I been unable to secure a reply in the same language. Within a week of my arrival I attended a public meeting in the town at which the proceedings were entirely in Welsh, and there was an adult audience of some 1,200. Within a month after I attended another public meeting in the same town, when the proceedings were carried on in Welsh, and in which two Members of Parliament took part, and there was an audience of from 1,600 to 1,800, almost entirely children and young people; and yet Cardiff has been considered as one of the most anglicised of the Welsh towns. The Welsh element of Swansea and Merthyr Tydfil would form a large proportion of the population. On Easter Monday I attended a musical entertainment at Abergavenny, in Monmouthshire, where there were from 5,000 to 6,000 people present, and yet the conductor of the meeting, a clergyman of the Church of England, deemed it necessary to conduct the proceedings almost exclusively in Welsh.

Immigrants' families Cymricized.

42,575. With regard to those that go down to settle in Wales from England and Scotland and other nationalities, do they retain the English language, or do any of them acquire the Welsh?—So far as my experience goes, I should say that throughout the whole of Wales instances could be met with of families bearing English, Scotch, or Irish surnames, who are yet purely, almost monoglot Welsh in speech. I have had in my own school children bearing such names as Dyer, Gray, Hayter, Wright, Irving, Murray, Hicks, and so on. In some of these cases the parents, who were railway employés, &c., would speak nothing but English at home, while their children preferred Welsh. In another generation these families would be purely Welsh.

Current Welsh Literature.

42,576. As to literature in the Welsh language, there is an impression pretty generally prevalent in England, that though the Welsh language may live on the lips of the people, there is very little literature; what is your opinion on that point?—I have no hesitation at all in saying that Welsh is not a barbarous jargon, or provincial dialect, spoken only by the unlettered and having no literature. As a literary people the Welsh will compare favourably with any nationality. Notwithstanding that the language has not been taught in the schools, its periodical literature is very extensive. I have been making inquiries of the publishers in Wales, and though I had previously flattered myself as being pretty well posted in Welsh matters, the replies which I have received have astounded me. The circulation of Welsh newspapers, magazines, periodicals, and books of all sorts, far exceeds my previously formed ideas. I find, for instance, that we have 17 weekly newspapers published in the vernacular in Wales, ranging in price from a halfpenny to two-pence each. The total weekly circulation of these exceeds 120,000; the lowest circulation of any single paper is 1,500; and the highest weekly circulation returned for any single paper is 23,000, which has been the weekly issue for years of "Y Genedl Gymreig" ("The Welsh Nation"), an eight-page 56-column penny Welsh newspaper published in Carnarvon. I do not wish, of course, to state anything but what is absolutely necessary to found our own case. One magazine alone, published monthly, has attained a circulation of 37,760, and there are altogether 150,000 copies of magazines published in the Welsh language circulated monthly in the Principality. As to books, I may say that a leading firm in Wales assures me that they have expended 18,000*l.* on the production of a single

Welsh work, and yet the sale has been sufficient to repay the expenditure and to afford a fair profit on that expenditure. A Welsh-English Dictionary is now being published, the first volume of which, consisting of over 400 pages, quarto, and sold at half-a-guinea, does not reach the end of the first letter of the alphabet. English and Scotch firms also reap a rich harvest in Wales by the issue and circulation there of Welsh works published by them. One firm from Glasgow (and that I would wish to say is not the foreign firm that has circulated most Welsh books) has issued a number of Welsh works amounting in all to over 18,000, attaining a sale worth 36,250*l*. The total annual value of Welsh literature of all kinds published, is estimated by one of the leading Welsh firms as exceeding 200,000*l*.

Welsh used in Religious Instruction.

42,577. Is the Welsh language still largely used as a vehicle of religious instruction and worship?—A very telling fact in connection with this would, I believe, be the returns of the British and Foreign Bible Society. I have been informed by them that during the year ending the 31st March 1887, a total of 84,408 copies of the Scripture in whole or in part, and entirely Welsh, were issued. This does not by any means represent the total number. There are other firms which also issue Welsh Bibles and Testaments, notably the Society for Promoting Christian Knowledge; and in Welsh homes, however humble or however rich, there is scarcely a shelf without its Bible, and its magazine, in the native language.

42,578. Have you any idea how large a proportion of churches and chapels conduct their services in Welsh?—It would be difficult to obtain the exact number as regards the churches; but as regards the nonconformist denominations the numbers are published annually.

42,579. (*Chairman.*) There would be no difficulty about the churches, because a report has been made to the Archbishop of Canterbury, which I have myself seen, this year as to the number of Welsh and English services?—I was not aware of that. I may say with regard to the four leading nonconformist denominations, that with a total of 3,571 chapels, there are 2,853 entirely Welsh and 898 English. Thus, in these four denominations, 76 per cent. of the services would be conducted in Welsh. This does not, however, represent the proportion of Welsh to English worshippers amongst the nonconformists. As a rule, the English chapels are small and ill attended, while a Welsh service is often crowded. I mean, of course, services in the nonconformist chapels. Then, again, to found these English nonconformist causes, in the first instance, drafts have been

made from Welsh chapels to form the nucleus of the new cause.

42,580. What do you say about Sunday schools in this respect?—In the Welsh Sunday schools Welsh greatly preponderates. The Sunday school has hitherto been the great educating medium for the Welsh-speaking population. It is here that they have obtained the only instruction in their own language which they have ever had; and though they only have it here for an hour and a half once a week, they have learnt the language better than the English has been learnt by the regular daily instruction received at the day schools.

Old Scholastic Prejudices.

42,581. How does all this prevalence of the Welsh language affect the question of education in Wales?—In Welsh schools (and by Welsh schools, I should say that I here mean schools in the Welsh-speaking parts of Wales), the majority of children come to school with absolutely no knowledge of English, but with a colloquial knowledge of Welsh. In my own school at Gwynfe I can say that at least eighty per cent. of the children admitted, ranging from four to ten years of age, came to me without possessing any knowledge of English. The simplest phrases in English conveyed no meaning to them. They had the whole vocabulary of English yet to learn. I was at one time carried away by the feeling which then prevailed, that, at whatever cost, nothing but English should be heard in the school. I never permitted a word of Welsh to be spoken under any circumstances inside the schoolroom or even on the playground. I am to this day ashamed to own that I, as a schoolmaster, did what was at one time an universal custom, and caned my boys for using in my hearing their mother-tongue, the tongue in which all their hearts' associations were bound up, the language of their homes, of their parents' religion, of their own sympathies and intelligence. I shall regret it to my dying day. Permit me to give one instance of how this operated. On one occasion a boy in the second or third standard, a big lad of eleven years of age, came to school an hour late; he was accompanied by a sister, and a schoolmate a year older; I called him up and asked him in English where he had been; the reply took my breath away. "Please, Sir," said he, "I am dead." "You are dead?" I asked in surprise. "Yes," he said, "I am dead on the road." On breaking through my own rule, and inquiring in Welsh what he meant, I found that the poor boy had been ill on the road, and that neither he nor his sister nor schoolmate could distinguish in English between having been ill and being dead. That, I think, was the last time I ever insisted on the rule to exclude Welsh from my school. In bi-lingual

Wales, on the other hand, the majority of the children when admitted into the schools have a more or less extensive English vocabulary, while they also possess a more complete knowledge of colloquial Welsh.

Injurious effect of Ignoring Welsh.

42,582. What is the effect of Welsh being ignored and passed over in the day schools?—The result is injurious in many ways. In the first place, it lessens the child's confidence in himself, it makes him nervous, afraid to give expression to his thoughts, and doubtful of his own powers. In the second place, it instils into his mind a hatred of one of the two languages. Either he must hate the language of his home, which he is led to regard as a thing to be ashamed of, or, if he has any spirit in him or the least spark of patriotism, it fills his youthful mind with a deep-seated hatred of the foreign language, in favour of which his legitimate mother tongue is placed in the position of a bastard. In the third place, again, it affects the light in which he regards school. He associates school with English, and home with Welsh; these counteract each other where they should assist. That this is the case, is evidenced by the Education Blue Book for 1882, page 421 in the report of the Rev. Shadrach Pryce, Her Majesty's Inspector. In the fourth place, school is thus made a greater burden in the child's eyes than it need be; there is nothing attractive for him there. His lesson books, all in a foreign tongue, present nothing to his intelligence but the few pictures they may contain. There is nothing, in fact, but the companionship of his schoolmates to give him pleasure; and even this pleasure is limited by the restriction placed upon him and them to use only English whenever possible.

42,583. How does this question affect the teaching of the English language?—The system of teaching generally pursued necessarily involves a training of memory and not of the intelligence; I might even say training the memory at the cost of the intelligence. The instance that I gave of the lad who believed that he was dead when he wished to say that he had been ill is not an isolated one. Children learn a number of English words, but these words convey no ideas to their minds. The teaching degenerates into a purely mechanical exercise. The child reads his book, his pronunciation of words may be correct, he may give an English synonym for any given word, but he actually knows nothing of it. It is only when the idea is placed before him in the familiar Welsh garb that he recognises it. To the ordinary English child his reading book contains stories in simple language which amuse and interest him; to the ordinary Welsh child, on the contrary, most of his

books are sealed books, so far as his intelligence is concerned ; the words are mere dry symbols, presenting no idea to his mind.

42,584. That relates to what you call Welsh Wales, where the language of the home is purely Welsh ; but how about what is called bi-lingual Wales ?—There is one fact, if you will permit me to refer to the question preceding that, I should wish to emphasize strongly, and that is, that the injury done to Welsh children by ignoring Welsh in elementary schools is permanent. The majority of children leave school without having a literary knowledge of any language, or an intelligent knowledge of English. Place an ordinary English newspaper in the hands of many who have passed through their standards with apparent credit, in two or three years after they have left school, and they can take no delight in it. The memory having been trained at the cost of the intelligence, many boys are practically disabled from benefiting by English literature. Send such a boy to a grammar school or college, and he finds himself handicapped at the start, and placed far behind lads of no superior natural intelligence to himself. He is seldom able to make up for this loss of place at the start, and the rewards of scholarships, &c. are practically unattainable to him. Some of those who have done best in scholastic competitions in Wales are those who have had their home language properly utilized in their school course. Were it not for the Sunday schools, where the boys and girls are taught to read their native language, and were it not for the Welsh literature made accessible to them by this Sunday teaching, I say deliberately that Welsh peasants, instead of being, as I am proud to believe they are, the most intelligent of their class in the British Isles, would to-day be plunged in barbarian darkness.

The use of teaching Welsh in Bi-lingual Wales.

42,585. Will you now tell us how, in your opinion, this question affects bi-lingual Wales ?—In the first place, in bi-lingual Wales, children are only taught one language where they could with very little, if any, additional trouble, be taught two. In the second place, they are not taught the grammatical structure of their mother tongue, and thus a most valuable mental training, practically within the reach of all, is deliberately ignored and allowed to become a waste educational product. The injurious effect of this is evident. It affects in the first place attendants of Welsh services in the Church of England ; they are not able to follow the lessons or to utter the responses, because they have not been taught to read Welsh. Again, the lower working classes who do not attend the Welsh Sunday schools are unlettered, the only class of Welshmen who

may be so considered. Some of these pick up an insufficient knowledge of the construction of their native language, and become contributors to a certain class of the Welsh press, these contributions being often of a low order and tending to debase the native purity of the language. Parents, that is, Welsh-speaking parents, having little interest in the schools, do not willingly submit to the compulsory attendance of children, and friction with the authorities ensues unnecessarily.

Insufficient Provision made by the Department.

42,586. The Department has made some concessions in regard to the use of the Welsh language in schools, has it not?—The only place where Welsh is officially recognized in the Code is in a footnote to Schedule II., which states that “In districts where Welsh is spoken the intelligence of the children examined in any elementary or class subject, may be tested by requiring them to explain in Welsh the meaning of passages ‘read.’”

42,587. You think that that is insufficient?—It may have been well meant, but it certainly is insufficient. It is so, because in the first place it allows the discretion to the inspector and not to the teacher or manager. In the second place it does not meet the need, because, for one thing, it is uncertain in its application, and a teacher who might be allowed it one year might be denied it the next in the same school, under a different, or even the same inspector. Thirdly, it assumes that that has been done, which is not allowed to be, or at least not acknowledged for being done, viz., utilizing the child's Welsh knowledge from the lower classes upwards. It assumes that a regular systematic plan of translation from English into Welsh has been pursued, where it never has been so done. For this reason the test is, even where applied, an unfair one, the child, even if he knows the word or phrase asked for, finds himself on strange ground, and having been accustomed to doubt the value of his native language, is afraid to venture upon using it. Again, where the teacher has been in the habit of utilizing Welsh it has been done spasmodically, so to say, without any definite plan, and without any system. Moreover, if the teacher did adopt a well-matured plan, and followed strictly a well-defined system, he would have no credit given him for it in his report. Even as it is, when teachers have practically to teach their children a foreign language, no more credit is given for a pass in this Welsh child's foreign language than for a pass in the English child's native tongue. It is the same as if there were a French school for English children in the heart of England, and Hodge's son were expected to pass in French.

there as readily as the son of a Frenchman in the heart of France does. Then again, it does not give the Welsh language in school that *status of honour and respect in the child's mind which it should occupy*. It does not give their native language that position in the Code which Welshmen feel they have a *right* to demand. It is true that the people now know that it has been recognised by the Department, but though recognised, it has not been inserted in the Code. It does not tend to the increase of loyalty on the part of a patriotic Welshman of average intelligence to see French and German inserted for the benefit of a comparatively few when Welsh is excluded where it might please the many.

Remedies.

42,588. Can you suggest any remedy for this difficulty?—The same difficulty had to be faced by teachers in the latter half of the last century, and the first half of the present one; and it was successfully met by many of them, and it is in accordance with the principles of the plans adopted then, that the proposals of our society are now framed. Many who received a little English teaching then were greatly benefited, and though it might not be so wide in its scope, or so pretentious in its aims as the education now sought to be given in our elementary schools, it was much more thorough, so far as it went. This was due to the adoption of a system of translation—an imperfect system it is true—but still a fair attempt, and, so far as it went, a very successful attempt to overcome the bi-lingual difficulty. One of those plans was commonly known as the “Howdyecal.”

42,589. That is the Welsh way of pronouncing “How do you call”?—Exactly so. The children had a list given them of Welsh words on their slates to take home at night, and above this list was written the words, “How do you call,” *e.g.*, Ffenestr for window; drws for door, and bwrdd for board or table. In the morning the child would be called up in school; the master would take the slate and ask him. How do you call Ffenestr? and he would answer window. How do you call drws? and he would answer door. How do you call bwrdd? and he would answer board or table. Later on, a somewhat similar plan was adopted, called “posing”; this was placing the children one afternoon in the week so as to range down the main room in two parallel lines each with its own captain or leader. Those in the one line would give a Welsh word to those in the other, and point to some child to give an English word equivalent to it. If this were done, the child retained his place, and if he failed, he would lose it.

42,590. By that means, in a rude way, they acquired a certain vocabulary of English?—Yes, it gave them a more thorough knowledge of English, so far as it went; I do not say that it was an extensive knowledge, but the knowledge which they did obtain was intelligent; they had the meaning of the vocabulary in their Welsh hearts.

42,591. Do you suggest anything of the same sort now?—I would suggest that that should be reduced to a methodical system which is now assumed to be done, but which is not universally attempted to be done, and even where attempted, is only unsystematically done; that is to say, let a matured and regularly practised system of translation from one language to the other be introduced from the lowest to the highest standard; such an exercise regularly practised would be popular with children and parents, would be approved by the inspectors, and would certainly benefit the children educationally. I give the following proofs from the Education Blue Book. The Reverend Shadrach Pryce, Her Majesty's Inspector of Schools for Carmarthen and Brecon in the Educational Blue Book, 1884-85, page 342, says, "Could not the translation of a short Welsh paragraph into grammatical English be given as an alternative for the method of forming English nouns, adjectives, and verbs from each other, or even for the use of Latin prefixes with 6th Standard? It would be an exercise quite free from 'cram,' and a most useful and popular one. Moreover, it would be the very best test of a Welsh child's knowledge of English." Then Mr. J. Bancroft, Her Majesty's Inspector of Schools for Cardigan and Pembroke, at page 344, says, "Of the class subjects, English is not quite satisfactory. In Welsh schools I have of late been asking the children to translate orally into Welsh some easy English sentences, and I find this very popular with them." That would give the language a recognised status in the scheme of elementary education. Acknowledge that the language lives, and that living it is an immense power, which it is suicidal to ignore. If it can be utilized, and past experience shows that it can, and the enlightened opinion of the age believes that it can, then let it be utilized. If permitted, let the permission be candidly acknowledged and publicly announced in the Code. If it is worth giving at all, it is worth being given ungrudgingly.

What the Society asks.—Success of first Experiments.

42,592. Then what is it that your society asks of the Department and of Government?—The society formulates its requests under four heads. Under the first head we have asked for the teaching of the Welsh language as a specific subject.

With regard to this, I should wish to say that it has been granted so far as permission to teach it goes. Let the permission then be inserted in the Code, and a recognized standing given to the language. Fears were entertained when we asked for this concession that our proposals would be in the first place impracticable, that teachers could not be found to do the work, that English teachers would stand no chance, and that even the majority of Welsh teachers having had no training in the grammar of the language, would likewise find it impossible to teach it. In the second place they said that it would be injurious, inasmuch as it would involve an additional burden on teachers who were already too heavily burdened, and result in the neglect of other more important branches of study. But now the experiment has been tried, and I should wish if you will permit me to speak upon that point for a moment. Under one school board, the Gelligaer School Board, 10 schools were examined some months ago in Welsh as a specific subject, and the results have recently been made public by the chairman of the board, and have appeared in the newspapers circulating in Wales. Both fears have, as we anticipated, proved groundless. The ordinary staff has been found sufficient to meet the demand, and Welsh-speaking teachers have found no difficulty in teaching the subject; English teachers have had other members of their staff to teach it for them, and other subjects, so far from suffering, have actually improved. The report for one of the schools says, "In this way, Welsh as a specific subject has proved an encouraging experiment. 14 passed at this school." Then the report for another school says, "The 5th and 6th Standards not only passed well in English grammar, but also passed with credit in Welsh as a specific subject. 17 passed at this school." Then with regard to another school it is stated, "Great care has been bestowed on Welsh as a specific subject, yet the uniform success of all classes has never been greater. 19 passed at this school." For another school it is said, "Welsh has been taken as a specific subject with advantage to English grammar, the classes that have been learning Welsh being most decidedly successful in English. 13 (girls) passed at this school"; and for another school the report says, "An improvement in English grammar in the 5th and 6th Standards accompanies a most encouraging success in Welsh as a specific subject; *the higher rate may now be recommended for English.* 14 passed at this school." I would direct special attention to the last clause of that report. That report is not ours. It is the report of Her Majesty's Inspector of Schools upon the annual examination of those schools. Anyone acquainted with the working of the Code and the

ordinary wording of inspectors' reports will be able to understand what is really meant by the last clause there, viz., "*the higher rate may now be recommended for English.*" Previously the lower rate of 1s. was allowed to that school for English as a class subject; but since the introduction of Welsh, the inspector states that the improvement in English has been so marked, that he recommends the higher payment of 2s. per child throughout the whole school.

42,593. Does the Department then recognise those results and give the payments?—The results I have read are copies given to the public by the Chairman of the School Board from the official documents returned by the Department, and the grant for those schools for each child that passed in Welsh as a specific subject was 4s. per head.

42,594. And that was granted by the Department?—Yes.

42,595. Then so far in the case of Gelligaer School you have attained what you desire?—So far as earning the grant goes; but we still wish it to be publicly acknowledged in the Code.

42,596. You spoke of four heads, and you have given us one; what is the second?—The teaching of Welsh as a class subject. In specifying our requests with regard to Welsh as a class subject, I wish to say in the first place, so as to remove any misunderstanding at the commencement, what we do not want. We do not want to teach Welsh as a class subject, but to utilize it. The children come to school with a knowledge of Welsh, but without a knowledge of English. We want to use systematically the knowledge which they possess as a key to the knowledge which they do not possess. We do not want to replace English, but to help it. It is our firm belief that the modifications in the Code, which we ask for, would directly benefit the child educationally, not alone in opening his intelligence, in investing his school studies with an interest that they do not now possess, but actually in giving him a far more practical knowledge of English than he can get under the present system. In the second place we do not wish to substitute Welsh grammar for English grammar, but to modify the present requirements in English grammar to suit the peculiar conditions of the Welsh child. A modified form of the present requirements in English, and a regular graduated system of translation from Welsh to English is what we mean by Welsh as a class subject. We say that it is contrary to common sense to pursue, with regard to a Welsh speaking child in the heart of Wales, precisely the same course of teaching English grammar, and to subject him to precisely the same test in examining him in English grammar, as would be done with regard to an English-speaking boy in Essex or Kent. We wish to reduce to a system, having an

acknowledged standing in the course of instruction, and allowed a well defined credit in assessing the results of an examination; that which is now done irregularly, unsystematically, without pay, without credit, without acknowledgment of any kind, and as a concession grudgingly granted almost under protest. We want to train the children of Wales from the lowest infant class to the highest standard, to be distinctly bi-lingual. Our children now labour under a bi-lingual difficulty. We appeal for your help to turn this bi-lingual difficulty into a **Bi-lingual Advantage**. Bi-lingualism, strictly so called, is in every instance an advantage. It is only the spurious bi-lingualism which is a difficulty. And I state as my deliberate conviction (and I would wish due weight to be given to my words as a teacher of 20 years experience in Welsh districts), that in a great part of Wales the much vaunted knowledge of English which our children are supposed to acquire in our day schools is a spurious knowledge.

42,597. By spurious you mean imperfect and inadequate?—Not alone imperfect; but it appears to be good when it is really bad. It may be coin, but it is counterfeit coin. English literature is closed and barred against them; give us the key to open the portals. English thought does not penetrate these districts; help us to remove the obstacle to the spread of this light.

42,598. Passing on to the third head,—the night schools,—have you anything to say as to them. In the first place, may I ask whether night schools generally exist in Wales in connexion with the day schools?—No, they do not; there are very few of them at present, and this is owing I believe to the fact that the method employed in the day school is not such as would induce Welsh speaking youths after leaving the day schools to attend the night schools at all.

42,599. What suggestions have you to make with regard to night schools?—There is a wide spread taste among the working classes in Wales for Welsh literature and composition, and a total absence of educational facilities to assist them in attaining a grammatical knowledge of the language. To obviate this we suggest that a special provision might be made for encouraging the study of Welsh in night schools, and that to this end there should be for some years no age limit prescribed for pupils at such schools.

42,600. And you would wish the Department to make a grant for the study of the Welsh language in night schools?—Yes.

42,601. What is your fourth point?—Our fourth point would be the admission of Welsh into the syllabus of the Queen's

scholarship and certificate examinations for elementary teachers. At present papers containing grammatical questions and easy passages for translation are set in Latin, Greek, French, and German. It is recommended to add Welsh to the list, and thus to give Welsh youth from country schools a better chance in competing at these examinations with candidates more favourably situated for studying languages. This would appear to be a necessary provision for the future supply of bi-lingual teachers for Welsh schools.

42,602. (*Sir Francis Sandford.*) Have you read the Scotch Code for this year?—I have not.

42,603. You are not aware that it contains many of the provisions for which you ask?—I would wish to make this remark, as qualifying my reply to that question; that we were requested by the secretary to endeavour in giving our evidence not to go over unnecessarily the same ground; for that reason the question which you have referred to me now, has been studied, more especially by another witness, who follows me, and he will be able to give you an opinion with regard to that question.

42,604. (*Lord Norton.*) Is it found that the habit of speaking Welsh hinders men in finding employment in England generally and elsewhere?—The habit of speaking Welsh would not necessarily hinder their attaining any position at all; it is the want of ability to speak English that would be the difficulty they would have to meet with. We contend that a knowledge of Welsh is quite consistent with a thorough knowledge of English.

The witness withdrew.

The Evidence of DAN ISAAC DAVIES, B. Sc.

Personal Experience.

42,605. (*Hy. Richard, M.P.*) You are sub-inspector in some part of Wales, are you not?—I am.

42,606. Have you had a large educational experience?—Yes.

42,607. Will you tell us in what way?—Thirty-seven years ago I began as a pupil-teacher; I was pupil-teacher for rather more than five years, at Llandovery, Carmarthenshire. I then became a student in a Metropolitan College for two years.

42,608. Under the British and Foreign School Society?—Yes, in Borough Road. Then I became an elementary school-master in a very large mining district in Glamorganshire, at Aberdare. I was there nine years, and my certificate was raised to the first degree of the first class. Then I became an intermediate teacher at Swansea, at the school known as the Swansea Normal College

42,609. The head of which is Mr. Williams?—No, I was the successor of Dr. Evan Davies, who was in charge previously. Then I joined one of the chief inspectors as assistant,—Joseph Bowstead, Esq.; that was in the month of January 1868. I have, therefore, now had more than 19 years experience as an official in connexion with the Education Department.

42,610. You are now an inspector in some parts of Wales?—Yes, sub-inspector.

42,611. In what parts of Wales?—In the Merthyr Tydfil District. This district comprises the north-east, centre, and south of Glamorganshire, the Parliamentary division of West Monmouthshire, and the eastern half of Breconshire. It extends from the Bristol Channel on the south to beyond the Wye on the north a little into Radnorshire and Herefordshire.

42,612. What is the population of the district?—I have not the figures with me; it was in 1881 about 320,000, and there has been a considerable increase since the last census was taken.

42,613. How far is the bi-lingual difficulty met in Wales?—There is a little ambiguity; do you mean met with or met?

Injustice to "Sunday Schools" on Present System.

42,614. The question upon your summary is how far is the bi-lingual difficulty met in Wales?—That assumes that it is met with, because it cannot be met if it is not in existence,—and it is met with very largely. We meet with it now too in a new form. There is a sense of dissatisfaction spreading amongst the ratepayers and taxpayers, because they say that the State representing the taxpayers, and the School Board representing the ratepayers, are unjust to the Welsh Sunday schools.

42,615. Will you explain in what way?—The idea in Wales is rather in favour of giving the religious instruction in the Sunday schools. The day school prepares for the English Sunday school by teaching the reading of English; but it does not teach the reading of Welsh, so that the Welsh Sunday school is over-weighted, and has not only to teach religion but to teach reading.

42,616. In the Welsh language you mean?—Yes, to teach Welsh reading; so that there is a right desire for having English and Welsh reading taught in the day school.

42,617. So as to admit of the instruction on Sundays being devoted entirely to religious purposes?—Yes, entirely.

42,618. How do you think that the bi-lingual difficulty should be met?—First of all by a frank recognition of bi-lingual instruction in the Code.

Scotch Code Provides Instruction on Gaelic.

42,619. Are you acquainted with the Scotch Code of 1886?—Yes.

42,620. Can you tell us what there is in that Code, bearing upon this question, if you have it in your hand?—Yes.

42,621. (*Sir Francis Sandford.*) Have you got the Code of 1887?—I have not the Code of 1887, but it would probably be the same. I find on page 6 of the Scotch Code of 1886 in a note that there is distinct mention made of a teacher of Gaelic. Of course that implies instruction in Gaelic. There is no mention in the English Code of a teacher of Welsh. On page 8 I find that there is a provision that if infants under seven are "partly taught by a Gaelic-speaking pupil teacher whose services "are not required under Article 32 (c.) in respect of the average "attendance at the school, the grant on account of each scholar "in that department may be increased by one shilling." On page 9 I find it stated that—"In districts where Gaelic is "spoken the intelligence of the children examined under any "paragraph of this Article (19) may be tested by requiring them "to explain in Gaelic the meaning of any passages read or recited." There is a provision of that kind in the English Code.

42,622. (*Hy. Richard.*) For Wales?—Yes, for Wales; but it is not considered satisfactory because it implies a knowledge of Welsh in the inspector, and that is not always the case; therefore it cannot be taken advantage of.

42,623. Have you anything more to say about the Scotch Code?—Yes. On page 10 it says that a special sum of 40s. or 60s. may be paid in respect of pupil teachers employed in giving bi-lingual instruction to Gaelic-speaking children beyond the ordinary grant. Then on page 30 I find it stated that a pupil teacher employed in a school in one of the Gaelic-speaking counties in giving bi-lingual instruction to Gaelic-speaking children, shall in addition to the other subjects of examination be liable to examination by the inspector in Gaelic reading, translation, and composition. Then on page 32 there is a special condition in the memorandum of agreement of pupil teachers which says that the candidate having been employed in giving bi-lingual instruction to Gaelic-speaking children becomes a pupil in some school sanctioned by the Department preparatory to entering a training college; that is to say, whereas other Scotch pupil teachers would have four years to serve, the Gaelic-speaking pupil teachers are allowed to serve for three years, and to give this extra year to preparation for the training college. Then on page 37 we are told that Gaelic may be taken as a specific subject, provided it be taught upon a graduated scheme to be approved by Her Majesty's inspector.

42,624. Is it your contention that all these provisions should be inserted in the English Code with respect to the Welsh language?—Certainly.

Erse recognized throughout in Ireland.

42,625. Do you know anything about the regulations of the Commissioners of National Education in Ireland?—Yes, I have not full particulars, but they make grants in the elementary schools, they also pay result grants in the intermediate schools, and they have admitted the Irish language into the higher schools and universities, so that really the Irish language is recognised throughout the entire course of instruction in Ireland, in all classes of schools and colleges and in the university itself.

Welsh and the Merit Grant, &c.

42,626. Then you think, do you not, that Welsh, if it is to be used as a medium for teaching English, should be taken account of in assessing the merit grant?—I am of that opinion. You might think that perhaps this would always be the case. I do not know whether any other witness has explained the very

strange traditional arrangements in Wales, which are something of this kind. The idea is that if you shut Welsh out of the schoolroom and the playground, you are in that way likely to teach English better. There is a plan by which if a boy is heard to speak a word of Welsh, a piece of stick or board, about a finger's length, is taken out of the master's desk, with the letters W.N. on it, meaning "Welsh Note." This is handed to the child, and the meaning of that is that the child, if he has it in his possession at the close of the school, is to be punished. This child is not now thinking of his lesson; he is very anxious to find somebody who speaks Welsh, in order to hand the W.N. on to him; so that he attends to right and left, to somebody before or behind him who is likely to speak Welsh, and as soon as he hears a Welsh word, he hands it over; and that goes on, and at last the final culprit is brought up and punished. I do not mean to say that this exists extensively now, but the spirit which resulted in that arrangement 50 years ago still remains, and marks the system.

42,627. Have you any other suggestion to make as to how the difficulty could be met?—There is a demand on the part of Welsh teachers of this kind; they say that it is not fair to ask from schools in Welsh-speaking districts the same amount of reading matter as from schools in English-speaking districts.

42,628. That is to say, reading in English?—Yes. In the first standard the regulation demands two books, in the second standard two books, in the third standard and upwards three books; they say that they ought to be asked for one book in the first standard. I have a great difficulty in granting that concession, which is that there will be a temptation on the part of those who belong to a two-book school to look down upon a one-book school, when both schools are in the same school board district. I would support a change of this kind, that the books in use should be bi-lingual, partly Welsh and partly English; that would at once amount to a concession to the Welsh teachers, because it would reduce the amount of English matter, while, on the other hand, it would be meeting this new feeling, which I have already referred to, which asks that the Welsh Sunday schools should have the same chance as the English Sunday schools; you would be teaching Welsh reading side by side with English reading.

42,629. Have you any other suggestions to make; you would have something inserted in Schedule II. of the Code, I understand?—Yes. The State now pays a grant of 1s. for teaching English if the results are fair, and 2s. if the results are good; but the results are tested practically in the same way in London, or Oxford, or Clifton as they are in the Welsh parts of Wales. I

would suggest that a Welsh school should have the choice of an alternative scheme of English. I would have two schemes of English; the present one I would call English A, and the new scheme English B. The object of this would not be to teach Welsh at all, but to teach English in a way adapted to Wales; and the choice between English A and English B should be left to each school. We look upon the schools of Wales as of three types. There are the schools in English Wales (because we have a distinctly English Wales); then there are the schools in bi-lingual Wales; and then there are the schools in Welsh Wales. It is most important to bear in mind that the three typical districts may be found close together as in the neighbourhood of Swansea. In bi-lingual Wales we do not need this concession; the chances are that a school in bi-lingual Wales would elect to teach English pretty much as a school in England does; but a school in Welsh Wales ought to be allowed to have a modified scheme. I have continually come across this sort of difficulty. I find Welsh children, in satisfying the conditions of the present Code, pulling to pieces, by which I mean parsing and analysing, an English sentence which they do not understand, and I have thought how much better it would be if those children were engaged on constructive English,—that is to say, giving them a Welsh sentence, and letting them put it into English form.

42,630. (*Chairman.*) I quite understand, and I very much agree with you?—That is what I mean by English B; it is really a very slight modification of present arrangements.

42,631. (*Hy. Richard.*) We have had a good deal of evidence from Mr. Gwynfe Evans about the Welsh language and its prevalence; have you anything to add to that?—I should like to impress upon the Commission that I have been all my life what the Welsh people call an Anglophile. They have always thought that I was too zealous for English. I have spent a large part of my life in England, for some years in the Metropolis, but mainly in Gloucestershire.

Advantage of those who have retained the two Languages.

42,632. As an inspector?—Yes. When I returned to Wales I returned under the impression that I should find the Welsh language fast receding, almost disappearing; but at every step since my return on the 1st of October 1882, rather more than four years ago, I have found that the Welsh language has turned the corner,—it has passed out of a time of, we may say, an English teaching reaction, I am glad to say, not into a time of a Welsh-teaching reaction, but into a time of a bi-lingual teaching

reaction. A hundred years ago the feeling was all in favour of teaching by the Welsh language introduced by Mr. Charles, of Bala; that lasted for 50 years. Unfortunately, Mr. Charles, when he found the Sunday schools succeeding so well, and religion being spread amongst the people, neglected the day schools, and gave them up; and 50 years later, the Welshman who knew his Bible well, found that the Englishman came in to compete with him in secular matters, and he was nowhere; and he began to blame, not the system of instruction, but the language. Then there was a tendency to give it up, and then came in the English-speaking reaction. Now the sons of those men who have retained the two languages see that they have a decided advantage, and there is a bi-lingual-teaching reaction.

Absorption into Welsh Speaking Population.

42,633. Have you any evidence to give to the Commission as to the spread of Welsh in Wales in recent times?—I have been very much struck by a number of matters in regard to that. It is a part of the duty of an inspector to call children up to read, and I have been struck by the fact that when I called the name of Campbell, or Gordon, or Lennox, or Fraser, or McCarthy, or O'Donovan, or Grogan, or Brodrick, or if I called Green or Taylor, I did not find that those boys or girls who read were Scotch, or English, or Irish, but Welsh. That suggested that the Welsh language had been absorbing a large proportion of the immigrants into Wales, and I find that it is so.

42,634. (*Chairman.*) That is among the poor people, of course; the working classes?—Not entirely so. For example, I know a lawyer of the name of Kenshole; his father and mother are English, and he speaks Welsh. Of course, they do not sink into the monoglot condition; they remain bi-lingual. I thought I would test that in one particular colliery. This colliery belongs to the Marquis of Bute, and is managed by Sir William Thomas Lewis. I found that this was the state of things in that colliery. There are 500 men and boys employed; 353 native Welsh, 147 immigrants or their children. I found that 80 out of the 147 knew Welsh like Welshmen, thoroughly well, that 40 more spoke it very fairly, that 20 more understood Welsh when others spoke to them, but did not venture to speak it themselves, and that only 7 out of 7 score and 7 said that they did not know any Welsh.

42,635. (*Hy. Richard.*) And I suppose the children of those parents would learn Welsh from their early childhood?—Yes. I was in a national school in the parish of Aberdare, where I met with a considerable proportion of English, Scotch, and Irish names. I asked the curate if he would kindly look through

the list and tell me how many of the children of English-speaking settlers had become Welsh, and he said one-third of the entire school, so that, roughly speaking, 33 per cent. of the scholars were absorbed immigrants who had practically become Welsh. This has not attracted so much attention as has the tendency on the part of some Welshmen to give up their native language. Will you allow me to mention one matter which was told to me by a Roman Catholic priest. He said that when he goes to Hirwain, in the parish of Aberdare, to give religious instruction to the children of Irishmen, directly they leave him they talk Welsh together, almost within a yard or two of him; and I find that many of the Irish Roman Catholics in all parts of South Wales learn Welsh.

42,636. (*Chairman.*) Do you find that the Irish learn Welsh more easily than the English do?—I believe so. There are some difficulties of pronunciation that they can get over quickly. Before we leave this point I should like to be allowed to refer to another matter. There is no doubt that the Welsh-speaking area is getting contracted in certain respects, but the parishes that give up Welsh are rural parishes with a very small population, whereas the districts that are intensely Welsh are extremely populous and rapidly growing parishes.

42,637. And you find that this use of the Welsh language is increasing in county courts and petty sessions, and on inquests, and so on?—There are instances now. There was an instance at Mountain Ash, near Lord Aberdare's residence, the other day in which the inquest was conducted entirely in Welsh by the coroner, the lawyers, all the witnesses, and the jury, and they got through the work so rapidly and so satisfactorily that a special vote of thanks was carried to the new coroner for the skill with which the whole thing was conducted.

Demand for Bi-lingual Officials.

42,638. (*Hy. Richard.*) And you find that there is a demand for bi-lingual officials and professional men increasing?—That has struck me very much, because it has touched my heart as an inspector. I feel for the children in our schools. I find that Glamorganshire boys from the towns, where the parents are careless of Welsh, are actually losing chances in life owing to the neglect of their parents. There was a time in South Wales when the working men were not aware, that because they paid 2*d.* or 3*d.* in the £ towards a medical man, they had control over the fund, so that the capitalist used to appoint the doctor. Now the workmen claim that right, and as a consequence they choose a bi-lingual man. When a man has

had his leg broken, although he can speak English, he would much rather speak Welsh.

42,639. You have here a note about the Ambulance Society, connected with which there is a little history, showing the value of having a Welsh course with regard to particular subjects; I mean at Dowlais?—Yes; in the constituency that you represent an English medical man, an eminent surgeon, Dr. Cresswell, had an English course of lectures, and was very anxious to secure the attendance of the working men, miners and others, but only three could be induced to attend the English course. He was determined to succeed in his efforts to extend practical surgical ability, so he got his assistant, Dr. Owen, to give a Welsh course, and I believe over 120 attended; and, at the end of the course, 44 obtained certificates of having passed the examination, and the Central Association have been so struck with this success, that they have commissioned Dr. Owen to translate their text book into Welsh, and the Dowlais Iron Company have ordered 500 copies for distribution to their workmen; they see that when life is to be saved they should not refuse (because the men will not learn all about it in English), the power to learn it in Welsh.

Feeling of Parents.

42,640. What is the feeling of the Welsh parents on this question?—They are in ignorance; they fancy that a man cannot have two mother tongues; that if you wish to learn English you must give up Welsh, but, to show that persons may have two mother tongues, I may state that my own parents, for example, spoke both Welsh and English, so that we have always as children been able to speak and think in both languages; myself, my brother and my sisters have learned to speak with more or less fluency varying with opportunities for practice either French or German or Spanish, so we in that way become polyglot, starting from the bi-lingual condition.

42,641. And on that ground of ignorance, which you state, there is a prejudice amongst Welsh parents against introducing Welsh into day schools?—Amongst some; but I believe that the greater portion already see the immense advantage of bi-lingual instruction, and that number will increase daily with the spread of information.

Welsh Gentry lose Influence.

42,642. You have something to say, have you not, about the persistent use of Welsh among the body of the people, and the neglect of it by certain classes?—I believe myself that the real reason why the gentry of Wales do not command that influence

which gentry ordinarily command, is that they give up the Welsh language before the people, and that if they could only learn the language and come into contact with the people once more, instead of having middle men between them, they would regain the confidence of the people to an extent which would astonish them.

42,643. (*Chairman.*) We should all agree with you in that?—For example, there is the Marquis of Bute; he has just appointed a Welsh governess for his children; she is teaching them at Mount Stuart in the Isle of Bute. The present Rector of Merthyr, told me, 18 months ago, that he had been asked to find a Welsh governess for the grandchildren of Colonel Kemeys Tynte of Cefn Mabley; and I find a general readiness now, which did not exist 20 or 30 years ago, on the part of the gentry of Wales to bring up their children to know the language of the people, an *increasing* readiness I should say.

Recognition of Welsh in other Institutions.

42,644. (*Hy. Richard.*) Has there been any recognition of Welsh in other institutions in Wales distinct from the elementary schools?—Yes; there are scholarships offered at Lampeter College, at Cardiff College, at Aberystwith College and at Bangor College; and now a Welsh paper is given at these scholarship examinations, so that a boy who has been taught Welsh can get marks to help him to take a high place. There are also Welsh Scholarships at Llandovery School and Christ's College, Brecon.

42,645. Have they professors of Welsh in these colleges?—Yes, in three out of four. I believe that Bangor College, which is in a very Welsh district, has not yet appointed a professor of Welsh; there is one at Lampeter, one at Aberystwith, and one at Cardiff. Welsh is systematically taught at Llandovery School, and some attention is paid to it at Christ's College Brecon.

42,646. You refer to Welsh in the final schools at Oxford; what do you mean by that?—That Oxford University is about to give its highest degree for a thorough knowledge of Welsh.

42,647. (*Chairman.*) What do you mean by the highest degree?—The final schools would be schools of honours, the highest type of success.

42,648. (*Hy. Richard.*) Have the Welsh University colleges taken any step in addressing the Senate of the University of London as to placing Welsh amongst the optional languages at matriculation?—Yes; they have memorialised the Senate to give Welsh the same position as they give to French, German, Sanskrit, and Arabic.

42,649. Have they had any reply?—I am not aware that they have had any reply; I know that the matter is very favourably considered by some of the members of the Senate.

Teachers Examinations—A serious practical Grievance.

42,650. You are of opinion with Mr. Gwynfe Evans, no doubt, that Welsh should be added to the list of optional languages at admission and certificate examinations?—I feel, really, that its omission is a serious practical grievance. There are, I think, four candidates for admission to the Swansea Training College for every one that can be admitted; the consequence is that those who get in are those standing highest on the list. Perhaps an English girl from Cardiff, Bristol, Swansea, or Newport, has succeeded in having just a smattering of French, and she gets a French paper and gets a number of marks; a Welsh girl who knows her own language far more thoroughly, who can write it, talk it, and give a lesson in it, gets no marks at all for Welsh; the consequence is, that she is shut out of her own college, and an English girl by the help of marks for French gets higher up on the list and gets in.

42,651. You think that Welsh ought to be there as one of the optional languages?—Yes, I feel strongly on that point.

42,652. To come to another question; there is a considerable number of English teachers in Wales;—Yes.

42,653. How would this alteration which you contend for affect them?—Teachers are always appointed by the managers, and are only removeable by the managers; so that inasmuch as this system will be optional, it will not affect any teacher unless his managers wish it. I have already been instructed by the Department to visit a school in charge of an English master, and yet I was instructed by the Department to examine that school in Welsh. I was puzzled, on the road, to know how this Englishman had taught Welsh, so I asked him, “Mr Duck, how have you managed to teach Welsh?” And he said, “I have not taught Welsh; I have an assistant mistress, a Welsh girl.” She had taught Welsh, and she had taught it well. Then I said, “What do you, as an Englishman, think of this innovation?” And he replied, “When I saw my own scholars, some of them from English homes, with English fathers and English mothers, taking up Welsh and getting on, I thought it was time for me to try a little Welsh. I did for some weeks, and I made some progress; I hope to teach the first stage myself next year.” That Englishman is not injured; he does not lose his situation; he gets another language, and through that language a large amount of pleasure in that district where he is, as well as a chance of promotion in that district.

42,654. But is there no deficiency in the means of training teachers in Wales?—We have a considerable supply of bi-lingual teachers untrained; it is felt that for certain districts bi-lingual teachers untrained are to be preferred to trained teachers ignorant of Welsh. What we want, is to have trained bi-lingual teachers. I, for one, feel that we want to have some arrangement that would give opportunities for increasing the supply of trained bi-lingual teachers.

42,655. Do you think that the Welsh University Colleges recently established might be utilized for that purpose in some way?—I am of that opinion.

Success of English Children in Welsh—Arrangements for bi-lingual Inspectors.

42,656. Have you anything else to say to us as to English parents in Wales, as well as teachers, seeing the advantages of bi-lingual instruction?—I was very much struck with the success of English children at the examinations held by us, the first of the kind, last November.

42,657. At the parish of Gelligaer?—Yes. At one school I was told that fully one-half of the children were children of English parents. I heard them read Welsh, and recite Welsh, and I could not tell which were the Welsh and which the English children, so successful was the pronunciation of the English children.

42,658. And those English children got a good place?—Yes. I arranged the order of merit, and in one case an English girl stood third out of a class of 18; in another school an English boy was second.

42,659. Have you anything to say with regard to inspection in Wales?—I wanted to bring out very strongly that the administration of the Education Act has given great confidence to Welshmen. They have made no strong demand or cry for Welsh-speaking inspectors, and yet the Education Department has given them that. Almost every inspector and sub-inspector in Wales, the large majority of them at any rate, are bi-linguists; therefore you see that you have really the conditions at hand, and you have to make no serious change. There are one or two Welshmen engaged in England, and there are one or two Englishmen engaged in Wales; so that the whole case would be met by an interchange of those men, taking the Welsh-speaking inspectors and assistant inspectors into Wales, and taking the English monoglots from Wales into England. I am anxious to show to the Commission that the change proposed, does not really mean any serious disturbance of the staff of schools or of the staff of inspectors.

Grants for reading Welsh and English.

42,660. (*Lord Norton.*) If grants should be given for performances in both languages, would there be a double set of grants, for instance, for reading Welsh and reading English?—No.

42,661. How would you meet that case?—You might take alternate boys round the class in English and Welsh.

42,662. Supposing that a certain number of shillings, according to the present system of payment by results, were to be given for a boy's reading at the end of the year, and that he is to be examined in reading Welsh and reading English, do you propose that he should earn two grants?—No, only one. The same thing happens now; we examine in mental arithmetic in the rule of three, in reduction, and in practice, and the child does not know whether he will have a rule of three sum, or a sum in reduction or in practice; and you apply the test in this way: you try one boy in one rule and one in another, and satisfy yourself that the subject is taught. In the class subject, English, one-fourth of a fifth standard might be taken in recitation, another fourth in parsing, another in analysis, and the last fourth in word building. The inspector could thus make sure that all branches of the subject were thoroughly taught without examining every child in every branch.

Difficulties suggested and answered.

42,663. In the teaching Welsh as a foreign language, putting it on a par with French, would not the object be different; the teaching of French being to enable a boy to take employment in connexion with foreign trade, whereas the teaching of Welsh so far from leading to any employment, would be a hindrance to it, would limit it, would it not?—But we do not propose to restrict him to Welsh, the instruction is to be bi-lingual everywhere.

42,664. But the purpose of teaching French to boys in our elementary schools is in order to enable them to go into industries where the knowledge of French extends their employment; whereas the speaking of Welsh would not in any way extend their employment; there is no general trade in the world, in connexion with which Welsh is spoken?—I may say that we do not contemplate anything of the kind. We say that the present method of teaching English is not fully effective and we want to improve it.

42,665. How can the teaching of Welsh extend a boy's employment?—We do not propose in Welsh Wales to teach Welsh except as a means for more effectually teaching English.

42,666. But you propose to keep up the speaking of Welsh?—No, it is not the preservation of Welsh that we are aiming at,

it is the utilisation of Welsh so long as it is a living force.

42,667. You propose to give English education in Welsh to children, but you are not seeking the preservation of Welsh?—Amongst professional men, clergymen, ministers, and lawyers, there are, as you are aware, a certain proportion who were once children in the upper standards in the elementary schools and who worked their way up into the professions. Supposing that an Englishman comes to bi-lingual Wales, he can do little or nothing towards teaching Welsh in his family; and supposing that a boy of his goes to school and wants to succeed professionally in Wales, if he knows Welsh he will be better able to compete, say, with a native lawyer. Would you refuse to that boy the chance of preparing for the conditions of professional life in Wales?

42,668. But the world cannot find so much employment in Wales as the Welsh can in the world?—What we want is not to develope the speaking of Welsh, but by means of it to teach the classics and modern languages. The great step in the learning of modern languages is from the first language to the second, not from the second to the third. The proportion of Bi-lingual Welshmen, who learn to speak living continental tongues, is greater than of monoglot Englishmen or Welshmen. Bi-lingualism, let the two languages be what they may, gives a lad a most valuable commercial start in these days of cosmopolitan trade. It should never be forgotten that British trade is carried on in many languages. Welshmen increasingly find that their linguistic advantages open all the countries of the world and their languages to them.

42,669. Do you contemplate the speaking of Welsh in time going out?—The Rev. Canon Bevan said to me the other day that he would not venture to prophecy the date of the funeral of the Welsh language; that so many men for generations past had been unsuccessful prophets, that he would hesitate to do that. I am not prepared to say that the language will die soon, but we do not consider in anything that we propose, the keeping of it alive. Providence keeps it alive.

42,670. Welsh scholarships in colleges lead to the general education of boys speaking Welsh; but the education in those colleges is not conducted in any way in Welsh, is it?—Nor do we propose that the education in the schools should be conducted in Welsh. The object of putting Welsh into the scholarship examination is to help the Welsh boy at the commencement of his career; it is not necessarily to be an important element in his future life.

42,671. The object is not to carry on his education in Welsh, but to enable him to get, education though speaking Welsh?—Yes.

42,672. (*C. H. Alderson.*) Is translation from English into Welsh, or *vice versa*, taught in schools in Wales?—Not systematically.

42,673. Do you not think that that is very desirable?—That is what we propose in connexion with this scheme.

42,674. (*Sydney Buxton.*) From a reply which you made to Lord Norton, I understand your desire to be that Welsh should be taught, not in order to keep the Welsh language alive, but in order that the children, by learning both Welsh and English, should be able to learn English better; is that the position which you take up?—Yes, especially for Welsh Wales.

42,675. If you teach Welsh in this way it will, I suppose, tend to keep the Welsh language alive?—My colleagues and myself think that by this movement we shall really endanger the existence of the Welsh language; it has no tendency at all to hinder the progress of English; but unless the Welsh people are very much attached to their Welsh language, this movement will be fatal to it. The late Dean of Bangor's advice was—"Smother Welsh with kindness." Persecuting it and ignoring it have given it renewed strength.

42,676. And you think that on the whole the existence of the Welsh language is a stumbling block, and not an advantage?—The Welsh language under the present scheme is a stumbling block, but we propose that under the new arrangement it should be turned into an advantage.

42,677. If it is going to be turned into an advantage, why do you look forward to its extinction with pleasure?—Because we hope that persons, as in the case of my own children, will learn French and English, and we hope that a movement of that kind will tend to replace Welsh by a continental language.

42,678. Then do you not think that by ignoring it, instead of encouraging it, as you propose, it would be more likely to be killed?—I think that that would be fatal to the development of the intelligence of the Welsh people.

42,679. For the moment?—If you will allow me to illustrate, my point, drawing and technical instruction are found to be essentials of success for the people in these days. If the Welsh language be not utilised in Welsh districts for the teaching of drawing and technical instruction that will give other countries 50 years' or a century's advantage over Welsh-speaking districts, and I think that that would be very unkind to loyal Britons and fatal to the progress of the Welsh people.

42,680. (*T. E. Heller.*) I understood you to say that the area of purely Welsh-speaking districts was narrowing, while the area of bi-lingual districts was increasing?—Yes.

42,681. Has your society taken any means to gauge the

feeling of the teachers actually engaged in schools of this kind ? —Dr. Isambard Owen, the President of the Committee that made the inquiries, is to come here as a witness.

English reading by Welsh Children.

42,682. You have been inspector in England as well as in Wales ?—Yes.

42,683. Is there anything in the statement which I have frequently heard that the standard by which the English is judged in Wales is a much easier standard than that in the English schools?—There is the same tendency to drop the standard as there is in England; you cannot go from school to school in England without slightly dropping the standard when you get to a poor school. In a good school the inspector feels that all he can do is to find any cause why a child should not pass; whereas in some poor schools all you can do is to save a child from failing. There is that spirit wherever there is inefficient teaching, but I do not know that it is more prevalent in a Welsh inspector's mind than in an English inspector's mind.

42,684. Have you ever observed the percentage reached in a district under an inspector who has been newly placed in Wales coming from England ?—I have no means of doing so.

42,685. Are you aware, as a matter of fact, that the percentage of passes in reading has generally fallen when an inspector goes from England to a Welsh district, but that it subsequently recovers?—In reply to that, I may say that I was very much struck by one thing when I left Gloucestershire for Wales. I am excluding the best schools in Cheltenham, Gloucester, Clifton and Bristol, but taking the run of Gloucestershire schools and the run of Welsh schools, I found better reading in the Welsh schools than in the Gloucestershire schools.

42,686. That would be in South Wales ?—Yes, this is better enunciation.

42,687. But you have not observed the figures that I put to you ?—No; it is quite new to me.

42,688. Do you know at all whether the teachers in Wales complain of the methods that they are compelled to use in consequence of the mass of English that they have to get up for the examination day, the three books ?—I have already referred to that.

42,689. You mentioned the two books in the lower standards, but not the three books in the upper standards; I want to found a question on that ?—I think that no doubt their work is very hard.

42,690. Is it not a fact that the teaching of English is very imperfect in consequence of the quantity of English that they

have to get up, and at the same time to cope with the bi-lingual difficulty?—I would put it in this way. I say that the teaching of English is unsatisfactory, because the great object is to secure passes at the examination rather than to prepare the children for the battle of life.

42,691. Are the teachers not compelled to adopt the plan which will give them the passes?—There is no doubt that they are tempted, but not compelled to do so.

42,692. Would not intelligent inspection, if a high standard is kept up as in England, detect the weak results under that system instead of giving a higher per-centage, as they actually do, than in English districts?—But you can produce these results, say in given books; you can teach Welsh children to know the English of given books.

42,693. Intelligently in three books?—Yes, within the line of the books.

42,694. Within the line of examination?—Yes; but that does not prepare a Welsh child to compete with an English child successfully.

42,695. Do you find that the knowledge of English taught under this system is intelligent knowledge?—It is not a wide knowledge.

42,696. Is it intelligent knowledge?—Yes, it is, so far as the books go; it is not sufficiently wide.

42,697. Some time ago I took the trouble to examine a number of children in some schools in North Wales, and I found most meagre knowledge of words or their meanings even in the Fifth and Sixth Standards?—My experience as an inspector is for the most part confined to bi-lingual Wales.

Robert Lowes' Broom.

42,698. (*Sir Francis Sandford.*) In old days were not papers in Welsh set in the examinations of the Education Department?—Yes, we owed that to Sir Thomas Phillips; that was back in the days of Sir James Kay-Shuttleworth. The Welsh grant was swept away by the indiscriminating broom of Mr. Robert Lowe's Revised Code.

42,699. You want to use Welsh as a means of teaching English better, and you have referred to bi-lingual books; you can use such books now in your schools, can you not?—I believe that the Code would allow them, but the idea of their permissibility has not dawned upon the Welsh mind; they are very apt not to look as lawyers upon the letter of the Code, but at the habits of the inspector and the spirit of the Education Department, as they conceive them to be.

42,700. Then that leads me to ask what is the feeling of the

teachers as a body ; is it in favour of your proposal, or against it, or is it somewhat divided ?—When the inquiry was made there was a considerable majority in favour of it, and that majority is increasing.

42,701. You referred to a girl pupil teacher who came up for the scholarship examination, and you said that she knew her own language thoroughly and could speak and write in it of course ; then why do you want any facilities for that ?—I put a hypothetical case.

42,702. But there was such a case ?—I assumed that such cases might occur.

42,703. Do you not think that in some parts of England, say in Dorsetshire, or in parts of Yorkshire, there is as much bi-lingualism as there is in Wales ?—Yes, and in the Lowlands of Scotland also. I believe myself that some degree of the advantage to be derived from bi-lingualism exists wherever there is a strong provincialism.

42,704. Then would you have them examined in the Yorkshire and Dorsetshire dialect ?—You will readily allow that there is such a large amount of Welsh literature, and such a number of literary meetings, religious services, and so on, conducted in the Welsh language as to alter the case very materially.

The witness withdrew.

The Evidence of DR. ISAMBARD OWEN, M.A.

The Cymmrodorion—Their enquiries.

42,705. (*Hy. Richard.*) The gentlemen who have come from Wales to give evidence on this point have kindly, at my suggestion, distributed their parts so as to avoid going over the same ground, and I shall limit my examination of you to what has been done, very largely by you, on behalf of the Cymmrodorion. Will you kindly explain for the benefit of some of our English friends what that means?—The Cymmrodorion is a society, situated in London, consisting of Welshmen who are anxious to promote the higher interests of their country, and it was formed with the object of uniting their efforts for that purpose. It has been largely engaged in philological work, and has published some important matter upon the subject of Welsh and Celtic philology.

42,706. I believe that this movement, I may say perhaps now this agitation, in favour of utilising the Welsh language in education originated with the Cymmrodorion?—Yes.

42,707. A patriotic Welsh clergyman of the name of Davies was the first to start it, I believe?—Yes, Mr. Jones-Davies, the rector of North Benfleet.

42,708. And he was backed by one of the professors at the college of Cardiff?—Yes, Professor Powel.

42,709. The Cymmrodorion appointed a committee of inquiry upon the use of the Welsh language in elementary schools, and that committee drafted two reports; will you tell us what was the nature of their first report?—The first report was a preliminary report. We drafted a series of questions which perhaps I might be allowed to read.

42,710. You may do so briefly?—The first was, “Specify or “define the districts in which children when out of school speak “the Welsh language exclusively or generally.” The second was: “To what extent in such districts is Welsh used as the “language of instruction in elementary schools?” The third was: “Is this Welsh speaking area increasing? If it is can you “assign a reason?” The fourth was: “What is the net result

“as regards the teaching of English, of the adoption of the English language as the medium of communication between teacher and child?” The fifth was: “What is the result as regards the other subjects of instruction, and particularly as regards the general intelligence of the children?” The sixth was: “Would it be (a) possible, (b) advisable, to insist on the adoption of the Welsh language as the language of ordinary instruction in the lower standards in schools in Welsh-speaking districts?” The seventh was: “Should you consider it (a) possible, (b) advisable, to teach the reading and writing of the Welsh language as separate or distinct subjects of instruction in schools in Welsh-speaking districts side by side with the reading and writing of English?”

42,711. These questions were sent by you to a select body of gentlemen interested in education?—Yes.

42,712. Inspectors and sub-inspectors?—Yes, and chairmen of school boards.

42,713. And to the Principals of some of the training colleges?—Yes, and to some of the clergy and persons generally interested in education.

42,714. Can you tell us in a few words what was the result of this preliminary inquiry?—We had 10 replies, which are printed in full, and upon which the following report was drawn up:—“(A.) It does not appear from these replies that the non-use of the Welsh language as a medium of instruction is by any means universal; and it is certainly not insisted upon by the officials of the Education Department as a body (*see* replies 1 and 9), though some teachers (replies 4 and 5) appear to regard it as desirable. The degree to which the use of Welsh as a language of instruction is carried appears to vary widely; but the general opinion of our correspondents seems to be decidedly against the adoption of any formal regulation on the subject. We may call attention here to the important concession recently made by the Education Department as implied in the following clause of the new Code: ‘In districts where Welsh is spoken the intelligence of the children examined in any elementary or class subject may be tested by requiring them to explain in Welsh the meaning of passages read.’ It is to be noted that all inspectors in Wales at the present time are able to speak Welsh. (B.) The possibility of teaching Welsh as a ‘class’ or ‘specific’ subject (*Article 16, b. ii., New Code*) is by no one seriously doubted, though one correspondent (reply 9) anticipates a certain difficulty in the matter of text-books. (C.) As regards the advisability of introducing Welsh into the course in some form or another, we have six replies in a positive, and four in a negative sense.

“ Of the three officials of the Education Department who have favoured us with replies, Mr. Dan Isaac Davies (reply 9) and Mr. Edward Roberts (reply 1) advocate its introduction ; Mr. William Williams, Her Majesty’s senior inspector (reply 10), considers it inadvisable, as such extra work would necessitate the dropping of one of the ordinary ‘ class ’ subjects.” (Mr. Williams, I may say, has somewhat altered his opinion since this was written.) “ Of seven other correspondents, two (replies 3 and 8), one being the Principal of the Normal College, Bangor, strongly advocate its introduction ; two (replies 2 and 5) consider it advisable ; two (replies 4 and 7) regard it as being quite unnecessary, the teaching of Welsh being, as they hold, sufficiently cared for elsewhere ; and one only (reply No. 6) expresses a positive depreciation of Welsh as a subject of education. (D.) It is remarkable how little evidence is afforded by these replies of any material decrease in the Welsh-speaking area in recent years. We may, in passing, draw attention to the fact mentioned by several correspondents (replies 1, 7, 9) that the children of English immigrants not infrequently become Welsh in tongue.”

52,715. What was your next step?—The next step was to hold a meeting at Liverpool in connexion with the Eisteddfod. The Cymmrodorion Society holds regularly a sort of social-science section in connexion with the Eisteddfod ; and the next step was to present this return to a meeting in that social-science section. The meeting was attended by a large number of gentlemen engaged or interested in elementary education, and a discussion took place, the result of which was that all present except one approved of the action of the Cymmrodorion Society and desired it to continue its inquiries. The next step was to draw up a form of inquiry upon a single point, namely, the advisability of introducing the Welsh language as a specific subject, and the question upon that subject, with an illustrative syllabus, which was not intended as a specific recommendation, was sent to the head teacher of every elementary school throughout Wales and Monmouthshire ; 1,400 or thereabouts were sent out, and 628 were returned with replies. These replies are printed verbatim in the appendix to this second report.

42,716. Can you give us in brief, without going into particulars, the result of that inquiry with those questions?—The result was that for various reasons expressed, 339 out of 628 advocated the introduction of Welsh as a specific subject, 257 negatived the proposal, and 32 gave a neutral reply. There was, therefore, a majority of 82 in favour of the introduction of Welsh as a specific subject. I might mention, perhaps, that this was

the spontaneous and independent opinion of these teachers ; the subject had not at that time been written about in the press or made the subject of any movement.

42,717. You have some evidence also as to the practically stationary character of the Welsh-speaking boundary lines in various parts ?—Yes, that will be found on pages 10, 14, 17, 20, 22, 24, and 26 of the preliminary report. I desire specially to call the attention of the Commissioners, first, to the evidence which this preliminary report afforded of the exclusive or nearly exclusive use of the Welsh language in considerable districts of Wales in the year 1884, that is, 14 years after the passing of the Elementary Education Act. It is found first on page 9. Alluding to Anglesey, and the greater part of Carnarvonshire, Mr. Edward Roberts, Her Majesty's Assistant Inspector of Schools, says that, "The Welsh language is spoken, I may almost say exclusively, by children in this district when not at school." Mr. Roberts adds: "The children of such English parents as attend the elementary schools soon become acquainted with the universal language of the playground in this district, viz., Welsh;" and he adds of some of them, a little lower down, "I have been surprised to find their knowledge of English as limited in character as that of the children of the soil." On page 10 he remarks that the Welsh-speaking area of that district remains stationary. Then on page 12, Mr. Abel Williams, formerly head teacher of the board school, Llanberis, states: "The children of the South Carnarvonshire district (all Anglesey alike) speak nothing but Welsh," and the children of the Bangor and Carnarvon districts are said to speak Welsh generally. On page 14, in Anglesey and Carnarvonshire, it is again said, by the Reverend Daniel Rowlands, Principal of the Normal College, Bangor, that: "The language used by children when out of school is exclusively Welsh," and "the same thing is true and perhaps to a still greater extent in Merionethshire. In Denbighshire, in like manner, except in the neighbourhood of Wrexham, Welsh is almost exclusively the language of the people;" and again "in Montgomeryshire, Welsh strongly retains its hold upon most neighbourhoods;" and he adds, a little lower down, "I cannot say that it is increasing, and in like manner I cannot say that it is diminishing. There is very much more English in North Wales now than when I was a boy, but I am not sure that I can say that there is much less Welsh anywhere." On page 17, Mr. Owen Williams, the head teacher of the British School, Carneddi, says: "Out of 367 scholars whose names are on the registers of my school, there are not more than half a dozen children who hear a word of English spoken in their respective homes." Then, a little

lower down he says: "I do not think that the Welsh-speaking area is increasing. Of course, in a district like this, the area increases with the population, and will, in my opinion, continue to do so while the Sunday schools maintain their present hold upon the people. But in the towns, owing to commercial intercourse and various other causes, English is much more widely spoken now than in former years; but whether this is at the expense of the Welsh language is rather a difficult matter to decide." Similar statements are made of other counties in the other replies.

42,718. The replies to the second series of inquiries are given fully in this paper?—Yes.

42,719. There are two or three points at the close of your notes that you desire especially to call the attention of the Commission to. First, to the majority of opinions in favour of the proposal. You have already given that?—Yes.

42,720. The second point is the fact that this inquiry was made before any movement on the subject had been initiated, and that the opinions are for the most part independent and spontaneous?—Yes.

42,721. And it is the fact that 15 replies object to the proposal on the ground that it does not go far enough?—Yes.

42,722. And that the opposition of parents is given by many as the main reason for a negative reply?—Yes.

42,723. Have you anything to add on that point?—I have to add the remarks of the committee on that point, with which I entirely coincide: "The opposition of parents, strong as it appears to be, is based solely on the impression which, as we have said, we believe to be a mistaken one, that more Welsh means less English. Should it be decided that advantage would accrue from the introduction of the Welsh subject, and should such introduction be made under the express sanction of the Education Department, and with the known general approval of experts, it may not unfairly be surmised that the opinion of the parents would undergo a change upon this point, and that they would welcome the introduction of Welsh as heartily as they are said now to object to it."

42,724. Then the conclusion that you come to, on the whole, as the result of these careful inquiries by the Cymmrodorion, is that there is a strong power of public opinion in favour of utilising the Welsh language as a means of education?—Yes, wherever the subject has been brought before those interested in education.

Influence of Depreciating Welsh on moral Character.

42,725. Have you anything else which you would like to add?—I think that there is no other point on that paper.

There is one passage I should like to read ; it is contained in the memorial from the Society for Utilising the Welsh Language ; on page 7 there are some remarks quoted that I made at a meeting at Aberdare when the matter was first practically brought forward. I said, " What are the weapons with which " this battle of life must be fought? Will knowledge alone " avail—a knowledge of English or French, or any other " language or subject—alone? These things will be of little " service in the stress and competition of modern life without " character; a character comprising courage, steadfastness, " perseverance, integrity, self-reliance: a character, in short, " whose roots are grounded in self-confidence and self-respect. " Let me then ask you this question: Is it calculated to conduce " to the formation of habits of self-confidence and self-respect in " the children of Wales, that the first lesson impressed upon " them when they enter school should be this, that their own " native language is a thing to be straightway forgotten and " despised; that the language learned at their mother's knee, " the language in which the associations of their homes are " bound up, the language in which the truths of religion have " been imparted to them, the language which is to them the " badge of their country and nationality, is a thing to feel " ashamed of, and to get rid of as soon as possible? Children " are impressionable, and little given to drawing fine distinctions. " Is there then no danger that the lesson should be transferred " in the child's mind from the language itself to its associations, " and become in effect a lesson of contempt and distrust for his " parentage, his home, his religion, his nationality, and himself? " Personally, I believe that the teaching of Welsh in the schools " would aid and not hinder the acquisition of English, but even " were it not so, even if the introduction of the new subject did, " as some fear, bring a little extra burden of work on the school, " would not the game, from a practical point of view, be worth " the candle, if at the same time frank recognition of the " children's language removed an obstacle to the formation of " that self-confidence and self-respect, without which success in " life is hardly in these days to be attained." I desire simply to read that because it is a view of the matter which has attracted some attention in Wales.

Practical Difficulties Discussed.

42,726. (*Lord Norton.*) Is it not rather a mistake to speak of the Welsh language being taught as a specific subject, as specific subjects are something beyond elementary, whereas the method of instruction in the Welsh language in schools must be from the first elements?—The idea of introducing it first as a

specific subject was that an experiment might be tried in a manner calculated to disturb as little as possible the present arrangements of the Code.

42,727. It would not become a specific subject without having gone through the elementary stage?—In most cases it would not be possible; it was intended simply as an experiment that it should be introduced in that way.

42,728. In almost all schools that this proposal refers to specific subjects are not taught?—No, we find that to be the case.

42,729. (*Earl Beauchamp.*) What was the date of these replies from the head masters and mistresses of the elementary schools?—February and March 1885.

42,730. Omitting Monmouthshire, the Oswestry district, and the anonymous replies, am I correct in saying, taking the 12 counties of Wales, that the total result in answer to the question “Do you consider that advantage would result from the introduction of the Welsh language as a specific subject into the course of elementary education in Wales,” was that 226 answers were negative, 309 were affirmative, and 29 neutral?—That will be correct.

42,731. There seems to be a preponderance of opinion, but not an overwhelming one, in favour of the introduction of Welsh as a specific subject?—It must be remembered that the subject was a perfectly new one; it had never been brought before the notice of the head teachers before.

42,732. (*Chairman.*) But there are great difficulties; you would not carry out your object if you simply took it as a specific subject?—No; having gone into the question a little further in connexion with the Society for the Utilization of the Welsh Language in Education, I now believe that it should be introduced in a modified form of “English,” as English B., as the society suggest.

42,733. (*Sir Francis Sandford.*) Have you asked the school boards of Wales, and have you any similar return as to their feelings on the subject?—We have not a similar return, but three of the school boards have adopted the specific subject already.

42,734. (*T. E. Heller.*) Do I correctly understand that you recommend Welsh to be adopted as a class subject throughout Wales?—Our recommendation is that a modified mode of teaching English should be allowed as a class subject.

42,735. Would not that be reducing the amount of teaching of English if part of the time is given to teaching Welsh?—No, I think not; because, in my opinion the English that the children learn would be learned more thoroughly.

42,736. But it would be practically, so far as the teachers are concerned, the addition of another subject in the school ; are you aware that they complain now of the time which the English reading takes up in consequence of the bi-lingual difficulty ?—Yes ; but in this suggestion it is proposed largely to relieve the class subject of English from recitation.

Bi-lingual Reading books.

42,737. Do you propose to relieve the reading by reducing the quantity of text ?—Reducing the quantity of English text, and substituting a certain amount of Welsh text.

42,738. To what extent would you substitute Welsh for English ? That I have found upon inquiry in Wales to be one of the great difficulties ; it is important to get your opinion on the matter ?—I should say, as regards time, that about one tenth of the time required for English would be required to teach the reading of Welsh.

42,739. Do you propose to reduce the number of reading books in any way ?—No, but to add some Welsh books, or rather to substitute some Welsh for English.

42,740. How much Welsh do you propose to substitute ?—I think that that would have to be settled by experiment.

42,741. You have not gone into that ?—No.

42,742. Would that run through the whole of the standards, or only the early standards ?—That would differ according to the wish of the managers of the schools.

42,743. Would you give them the option ?—Yes.

42,744. Do you not find that under the present arrangement, when children reach the Fourth and Fifth Standards, they practically become English speaking ?—That appears not to be the case in the really Welsh-speaking districts of Wales.

Improved English a principal object.

42,745. (*Chairman.*) Do I rightly understand that your great object is to utilise the Welsh language in educating children in English ?—Yes, that is the great object.

42,746. And you do not want to bring before us a scheme for teaching Welsh for the purpose of keeping up the language as a language ?—No.

42,747. But to utilise the knowledge of the children in their own native language for the purpose of teaching them something else ?—For the purpose of teaching them English and improving their general intelligence.

42,748. You agree that in all schools English ought to be taught as a matter of necessity ?—Yes, certainly ; I think there is no doubt of that.

42,749. Are you not aware, for instance, that in most of the schools that teach French, where French people teach, it is usual for a Frenchman teaching English girls never to take any language but French in teaching that language?—In schools that teach French in England?

42,750. Yes?—Yes, and that, I opine, would still be the case in Wales as soon as the children were capable of understanding English sufficiently.

42,751. I only want to get to the bottom of what you want; so far as I can make out from your evidence you want to utilise the knowledge of their own native language for the purpose of teaching them something else, making them learn the English language more easily than they would in the way they have been taught?—Yes.

42,752. (*Hy. Richard.*) At present this obvious absurdity happens constantly in Wales, that a number of little children absolutely ignorant of English, and knowing only Wetsh, are taught a variety of things through the English language which they have not learned?—Yes.

42,753. (*Sir Francis Sandford.*) Do you think that if 100 hours were spent upon English and Welsh, that would give you better English than you would get out of the same amount of time spent on English alone?—Yes, that is my opinion.

42,754. (*C. H. Alderson.*) Then would you introduce or favour the introduction of any teaching of Welsh grammar into schools?—Yes.

42,755. Would not that tend at once to keep the language alive?—I do not think that it would have any influence one way or the other; the forces that keep the language alive would not be affected by it, I fancy.

42,756. But there is no teaching at present of Welsh grammar in the schools, is there?—Not in the public elementary schools.

42,757. Yet you have admirable grammars that might be taught; I have seen a Welsh grammar of an exceedingly elaborate kind?—Yes; our society has just prepared and is about to publish a series adapted for the use of elementary schools.

42,758. So that you do contemplate teaching grammar?—Yes.

The witness withdrew.

The Evidence of DANIEL LEWIS, Rector of Merthyr.

Personal Experience.

42,759. (*Chairman.*) You are, I believe, the rector of Merthyr Tydfil?—Yes.

42,760. How long have you held that position?—About 18 months.

42,761. But you have been in Wales for a long time, have you not?—I was at Brynmawr, a neighbouring parish, before I went to Merthyr.

42,762. And you are well acquainted with the Welsh language and with the Welsh people?—I have always lived in Wales; I was brought up as a Welshman.

42,763. We shall be glad to hear what you have to say about the bi-lingual difficulty in Wales. We will first take, if you please, what we will call Welsh Wales: what have you to say about the bi-lingual difficulty in Welsh Wales in connection with education?—I am not in sympathy with the movement which is now set on foot to introduce Welsh text-books into the curriculum of Welsh elementary schools. I think that it would considerably handicap both teachers and scholars, because I feel from my own bringing up that the fact of my always speaking Welsh handicapped me considerably in my examinations. Had I been taught to think in and read and study English more, I should have done better both at school and at College.

Thinks teaching Welsh a mistake.

42,764. A suggestion has been made to us that it is advisable that Welsh should be recognised in schools, not simply for the purpose of keeping up the Welsh language, but for the purpose of enabling the teachers to avail themselves of the knowledge that the children have of their native language, in order to teach them, through it, the English language and other matters; how would you view such a suggestion?—I think it is a mistake.

42,765. Will you explain why you think it is a mistake?—For this reason: first of all, I do not think that it can be grafted on the present system of elementary education. You would

have to get double sets of books, and the teachers would have to be Welshmen ; and the circle from which the choice of teachers would have to be made would be narrowed down considerably to a limited number. Moreover, the wish is not a wish from the parents ; I think it has been encouraged by a few patriots who no doubt believe that they are right, but I do not think that all of them have had experience as school managers and school teachers.

42,766. Have you had any experience as a school manager and school teacher yourself?—I have been a school manager for the last 18 years in a country school ; and in a former parish up to 18 months ago where the two systems, school board and voluntary schools, were co-extent, I sat on that school board for nine years, and I have taken considerable interest in elementary education.

42,767. Supposing that we take Welsh Wales, and that we get over the difficulty of Welsh teachers, do you think it would be advisable or unadvisable that the Welsh children in Welsh Wales, who know no English whatever when they come into school, should be taught English and other things by communication in the Welsh language, and that they would be able to understand the teacher better if he spoke Welsh in the first instance?—That is done now so far as speaking is concerned, and the examiners are permitted by the code to elicit answers in Welsh from the children, if I am not mistaken ; and that, I think, is only reasonable. But if they introduce Welsh textbooks into the schools it will be a very different thing, for this reason : the language is a spoken one ; it has really no body of literature of its own. Those who are skilled in its literature are men who cannot speak the language, generally speaking, freely. There were some few who wrote just in the same line as the advocates of the introduction of Welsh into the schools now. In a book, "Wales," written by Sir Thomas Phillips in 1848, he gathered a good many facts with a view to showing that it was desirable that the Welsh language should be taught in Welsh schools ; and such men, as I think, if I am not mistaken, Dr. Rowland Williams and the late Dr. Thirlwall, Bishop of St. David's, said something to that effect. But neither of those distinguished scholars could speak the language freely, and only spoke from book knowledge.

Fears Welshmen will think more in Welsh.

42,768. Supposing it to be the object of Welsh teachers in Welsh Wales to teach children to read intelligently, do you think that they would be able to teach children to read Welsh intelligently, and to get that intelligent reading implanted in their

minds through reading Welsh, rather than by hammering out the somewhat superficial knowledge of English, which is all that they could be expected to have acquired considering the shortness of the time at their disposal, to attempt to teach them to read English intelligently?—I fear that it would retard the knowledge of English. The difficulty of the Welshman, speaking from my own experience, is to think in English; and if he is encouraged to think in Welsh he will I think have to sacrifice the advantage which he has of learning English. That is to say, the study of Welsh in the day school would be at the sacrifice of studying English.

42,769. Then you do not agree with those witnesses whom we have had before us, who think that the introduction to a greater extent than is now allowed of the Welsh language into elementary schools would further the good teaching of English? I do not.

42,770. Of course if your remarks apply to Welsh Wales they would apply in a stronger degree to bi-lingual Wales, and to English Wales?—Certainly.

Parents wishes.

42,771. Do you believe that there is a wish on the part of the Welsh people to have their own language taught to the children in the schools?—I do not think that is the case. So far as my experience has gone, I have never yet come across a parent who wished the Welsh language to be taught to his children in school; on the contrary, every Welsh parent is most anxious, so far as my experience goes, that his children should learn English.

42,772. Of course it is necessary that they should learn English, because then they get a larger market for their labour; but still we have been told that the parents want their children also to learn Welsh, and that it is a great advantage to them in after life, especially if they rise up in their professions, to have a competent knowledge of good Welsh rather than a mere colloquial knowledge of it?—I have not come within the reach of those who have entertained that wish, and if they possess a colloquial knowledge of it, they are better off than those who know it from books.

42,773. Then we are told that the children who go into those schools suffer in this way: that if they find their native language altogether neglected and thrown on one side, and if they are to be taught simply what is to them a foreign language at that time, that rather disgusts them, and they do not like the language of their parents being discarded in that way, but feel

annoyed at it; have you observed any such feeling as that in your experience?—I do not think that is the case, so far as my experience goes.

42,774. (*Hy. Richard.*) You are aware, no doubt, that the introduction of Welsh text books into Welsh schools is only one part of what the Society for the Utilization of the Welsh Language in education proposes?—Yes.

42,775. Their great contention is this: that their object is not to teach the Welsh language, nor to take means to preserve the Welsh language, which they think can be preserved by other means; but to utilize it as an instrument in teaching English?—I quite understand that that is the object put forward by the advocates of it.

42,776. You do not go with them even so far as that?—Certainly not, because I do not think that that is a right measure.

42,777. How do you deal with the children of working men, of whom there are several thousands, in the Welsh parts of Wales, Carmarthenshire, Cardiganshire, and a great part of North Wales, who come to the schools absolutely ignorant of English, and have to be taught a variety of things through a language which they do not know?—I would deal with them as they are dealt with now; namely, that the teachers possessing a knowledge of the Welsh language should use, as far as they can, in explaining things, the colloquial Welsh, but not the written Welsh, which is a very different thing from the colloquial Welsh.

42,778. Then you are in favour of utilizing the Welsh language as a medium of communicating a knowledge of English?—So far that the masters can explain things, and that the inspectors can also elicit answers. But I am not in favour of introducing text-books written in Welsh into the schools, because I think that it would at once keep the pupil back; he would think in the written language and not in the spoken language.

42,779. I do not know that anybody proposes to introduce Welsh literature beyond having some duoglott books with English and Welsh put in parallel columns; but you think that that would be mischievous?—I think it would be a mistake, for the very reason that the Welsh scholar wants to be taken out of his own groove, so to speak, and to think in English if he is really to be educated.

Views of Welsh Literature.

42,780. Did I correctly understand you to say that there is no native literature in the Welsh language?—Of course we have a good deal written in the way of very feeble poetry and other

things, but I cannot say that there is any branch of science or art treated upon that Welsh students could fall back upon, and say, "I will make it a matter of study to learn what Welshmen "thought upon a special subject."

42,781. You are aware, of course, that they have a very large periodical literature?—Yes.

42,782. You know that there are 15 Welsh newspapers, about 24 Welsh magazines, and four or five Welsh quarterlies, in which all questions are discussed with the same freedom as they are discussed in English periodicals?—Yes.

42,783. Perhaps you are aware that Mr. Gee, of Denbigh, has published a Welsh Encyclopædia in 10 large volumes, which embraces the whole circle of human knowledge, scientific, geographical, and historical, like other encyclopædias, and that that is circulated very largely amongst the working classes?—Yes.

42,784. That does not look as if there was no native Welsh literature, does it?—But that and other literature to which you have alluded is generally copied from English originals; and I think that there are very few articles in the monthly periodicals, or leading articles in the weekly papers but are copied, not only in thought, but unfortunately in idiom, from the English; and what is presented to Welshmen in these days as their current literature is not their language and thought, but is English thought in a written Welsh, which is not the colloquial Welsh.

42,785. I suppose that in dealing with historical and scientific subjects, English writers would have to go to non-English sources?—Decidedly, I should think, to some extent; but unfortunately it is evident that they have borrowed more from English sources than from Welsh.

42,786. I have before me a little book which I wrote myself about 20 years ago, in which I give some account of the literature which was existing in Wales at that time; and as I was writing for the English public, I did not give Welsh works which were originally written in the Welsh language, but I gave a list of English works of importance which have been translated into the Welsh language. The following commentators upon the Bible have been translated into Welsh: Matthew Henry, Thomas Scott, Dr. Gill, Dr. Coke, Guise, Burkitt, Brown (of Haddington), Campbell, Barnes, and Kitto. Among English and other authors, some of whose works are found in Welsh, may be mentioned, Calvin, Grotius, Baxter, Owen, Howe, Charnock, Goodwin, Bishop Hall, Fisher, Brooks, Bunyan, Gurnal, Boston, Watson, Flavel, Fleetwood, Poole, Colquhoun, Samuel Clarke, Mason, Harvey, Doddridge, Watts, Jonathan Edwards, Cole, Fawcett, Maclean, Keach, Burder ("Eastern Customs,") Wesley, Robert Hall, Dr. Chalmers, Abbot, Finney,

Angell James, Wardlaw, Gurney, Jenkyn, Dr. King, Dr. M'Cosh, Baptist Noel, Dr. Angus, Walker, Hodge, together with many of the works of the Christian Knowledge Society, and the Religious Tract Society. That shows that there is a pretty ample literature if we only take into account what is translated from the English language?—Yes, but I do not regard that as purely Welsh literature, because there was a literature which was in existence before. Those writings were not the production of Welsh thought, but English thought, served up in the Welsh language, and therefore cannot be regarded as native literature.

42,787. In the Welsh language I find there is Mr. Gee's Encyclopædia, to which I have referred, dealing with a whole circle of human knowledge; there is a dictionary of the Bible in three large volumes; there are two biographical dictionaries; there is a geographical dictionary, illustrated by many excellent maps; and there is a work on music, of which 27 shilling parts had appeared when I wrote this little book; and a number of other works in poetry, history, morality, and so on?—I do not dispute the existence of those works at all, but they are more than half borrowed from English books. You quoted one book that will illustrate my meaning; you quoted Bunyan, who, of course, among English people, is very popular, and also amongst Welshmen who can read English. Now another book which I would mention to illustrate my meaning, would be a book which you probably know very well, namely, "Canwyll y Cymry." That book is written in a very different garb from those books that you have just quoted, with the exception of Bunyan's "Pilgrim Progress." It is written in colloquial Welsh, and so is "Vicar Pritchards" "Canwyll y Cymry"—hence its popularity; it is held next in esteem to the Bible and the Prayer Book by the people of Wales. That shows that the literature which has been presented in books to the Cymry is certainly not appreciated in the bi-lingual districts, because it is served up in a dry written language, whereas a book like "Canwyll y Cymry" is still very popular in bi-lingual Wales, because it is written in the general colloquial language.

42,788. But surely those books would not be printed and published, and bought by the Welsh, if they did not appreciate them. When we had a departmental committee to inquire into education in Wales, of which I was a member, one publisher from North Wales, Mr. Hughes, of Wrexham, told us that he had made a careful calculation, and that he believed that the Welsh expended 100,000*l.* a year upon their own Welsh literature?—Yes, and a good deal of the Welsh literature of Wales now is sold for political and party purposes, and, of course, is supplemented largely by voluntary funds belonging to

the respective parties.

52,789. I do not admit that. I never heard of any such funds as those?—I am only giving my own opinion, but I suppose that the “Gwalia” and the “Baner ac Amserau Cymru” are sold largely because of their political value.

42,790. No doubt; but it is a very valuable property to the publisher, and there is no doubt that those outside do support it?—I dare say; but it is generally the cry of Welsh publishers that Welsh publications do not pay the publisher.

42,791. How do you account for it then, that the Welsh people expend 100,000*l.* a year in buying Welsh literature?—Of course I can understand that; to a certain extent, there is a demand, and every denomination has its organ, so to speak, and it is part and parcel of the duty of every individual member to support that organ. I do not know whether if these publications were issued irrespective of party feeling they would be taken up so largely. But 100,000*l.* is but very little when compared with what is expended on English publications by the Welsh and bi-lingual Welsh people of Wales.

42,792. In every language a publication, I suppose, looks for support to its own party; that is not special to Wales?—No. The argument against the teaching of religious knowledge in the year 1870, when the Education Act came into force, was, that religious knowledge and the Welsh language were taught in the Sunday schools. If it was taught in the Sunday schools, surely there is no reason for introducing it into the day schools.

“Sunday” Schools—Merthyr Elementary teachers in favour of the scheme.

42,793. But one of the complaints which has been made to us is this: that it puts upon the Sunday schools of Wales an unfair burden; that, whereas, children in the day schools are taught to read in the English language, and so to leave the teachers in the English Sunday schools at liberty to devote themselves entirely to religious instruction; in the Welsh Sunday schools the teachers have, first of all, to teach the children the very elements of spelling and reading their own language, whereas, the teachers would rather that that were done before the children came to the Sunday schools, so that they might give themselves entirely up to the teaching of religion. But still, I am glad to find that you so far go with the society as to desire that the Welsh language should be utilised, to some extent, for poor little children who know no English?—Yes; the Code permits everything that I would myself desire, speaking from my experience as a school manager. Since I have been asked to come and give evidence here, I have taken

great pains to ascertain the opinion of elementary teachers in our own neighbourhood. It is an interesting fact to mention that the other day there were about a dozen school teachers assembled together, the majority of them belonging to the Merthyr School Board. As a matter of fact, in our own neighbourhood it is very well known that there are members on the Board who are very prominent in advocating the utilization of the Welsh language in the day schools. The Merthyr School Board teachers were strongly in favour of it; but the teachers who were outside the Merthyr School Board, who were similarly placed, were against it. The conclusion came to was, that the teachers were influenced to some extent by the wishes of those prominent members of the school board.

42,794. I cannot say how that is, but you are, perhaps, aware, that means have been taken to ascertain the opinions of the teachers throughout Wales; that the Cymmrodorion Society sent round a circular with an inquiry to this effect: "Do you consider that advantage would result from the introduction of the Welsh language as a specific subject into the course of elementary education in Wales?" And that they received 628 replies, and that out of those, 339 were favourable, and 257 were unfavourable, giving a majority of 82 of the teachers in favour of it?—There is a kind of national movement, as it has been termed, to confine appointments to public offices to those who are conversant with the Welsh language, whether it is needed or not, and to thrust Welsh text books into the elementary schools so as to perpetuate this state of things; but I, myself, am of opinion that it would greatly retard the education of the Welsh scholars. I fear that there is a feeling in bi-lingual Wales that a motive of that sort does prevail, and they begin to see what I would call the cloven foot in the movement.

Would make Colloquial Welsh easy.

42,795. (*T. E. Heller.*) Would you make any recommendation respecting the conditions of the Code to facilitate the teaching of English in the Welsh schools?—I should not like to see any further concession made in that direction in the Code. If I understand rightly, the master is already allowed to use the Welsh language in the school, and the inspector is allowed to elicit answers in Welsh. So far as the colloquial Welsh is concerned, I would willingly go in for any measure to make it easy; but I am opposed to the written Welsh being introduced into the schools. It would, perhaps, be well if the Department authorised the inspectors to make some allowance in the standard of attainments when examining purely Welsh schools.

42,796. Have you made any inquiries amongst the teachers

whom you have met, or amongst others, as to the amount of time which is given to the subject of spelling and reading in the Welsh schools?—Not more than I know myself, because I am constantly in and out of the schools, and have always been for the last 18 years.

42,797. What proportion of time do you consider is given to that subject in a school in a Welsh-speaking district?—Not much more, I should say, than in England.

Powerful motives for desiring English to be taught.

42,798. (*Dr. Rigg.*) As I understood from you, the desire to learn English is the result of a wish on the part of the parents for their children's success in life?—Just so.

42,799. That is a very powerful motive with Welsh parents, is it not?—I think so.

42,800. And, with a view to this, they desire English to become, so to speak, the mother tongue of the children, in exchange for Welsh?—I do not think that they wish their children to lose their knowledge of colloquial Welsh; but they are very anxious that they should certainly master the English language.

42,801. So as to be able to speak and think in English?—Certainly; that is the desire of the majority of the Welsh people.

42,802. Is not that equivalent to making an exchange of the mother tongue, if they come ordinarily to speak and think in English instead of in Welsh?—As I have said, the interest of Welshmen of the rising generation in Wales is to become proficient in English, and to appreciate English literature.

42,803. Is not that necessity felt most strongly in Welsh Wales?—Certainly, very strongly.

42,804. In proportion as the Welsh language has taken a strong hold of the children as their mother tongue, it becomes necessary, does it not, to substitute English for Welsh as the language of thought and customary speech?—Yes, decidedly.

42,805. And this cannot be done, can it, unless Welsh is, as much as may be, neglected in ordinary life?—I would not say neglected, because there is nothing to prevent a Welshman from keeping pace with the spoken Welsh and yet learning English. But if his attention was diverted to the curriculum of Welsh literature or written text-books placed before him, I think he would be greatly handicapped in acquiring a knowledge of English.

42,806. In proportion as Welsh phrases and Welsh habits of speech are perpetually recurring to his mind, they will interfere with his ordinary use of English, will they not?—Yes, decidedly.

42,807. And, therefore, in order to make him in his position

successful in his business in life, he has practically to discard Welsh and to gain as much English as possible ; is it not so ?—As much as possible.

42,808. The more time and brains are given to Welsh in the school, the less are available for English ?—I should say so, decidedly.

42,809. And English is the one thing needful ?—I think so, in the interest of the rising generation of Wales, certainly.

42,810. So far as Welsh literature goes, I think what you have said amounts to this ; that there is little original Welsh literature ?—That is what I mean.

42,811. The fact that so much English is translated into Welsh, only proves this point, does it not ?—Yes. The Welsh literature which is before the Welsh people now, is not a pure Welsh literature. I am using the word “pure” of course in a relative sense. I should like to see more literature after the type and spirit of the “*Canwyll y Cymry*,” for instance, the colloquial Welsh. Of course, I do not desire it to be understood that I am in any way wishful to put down the Welsh language. I am as strongly in love with everything that is Welsh as any man living in Wales ; I was brought up as a Welshman, but I feel my own difficulties, and it is because of that that I have appeared to speak so strongly now. I am speaking in the interest of the rising generation. There is, as I have stated, a rise of patriotic feeling ; there are individual members of the Welsh public who are strongly in its favour ; but there are such things as fads amongst individuals, and it is quite possible that this may be a patriotic fad.

42,812. Do you object to the liberty of teaching Welsh as a specific subject in the schools ?—It would be very difficult to graft it on to the present system. One of the witnesses who has given testimony here, agreed with me that it was very difficult to make it a specific subject, Mr. Beriah Evans. Those of us who are accustomed to manage schools, find that we are already heavily burdened with demands. This would be an additional demand, I think.

42,813. I should have thought that as French and Latin may be taught as specific subjects in English schools, especially for children in certain positions in society, and in certain localities, so the opportunity of acquiring Welsh in the form of a specific subject would have been both reasonable and valuable ; but that is not your impression ?—If it can be done, I have no objection ; but I see the difficulty of grafting it on to the present system without sacrificing something for it.

Wishes to perpetuate "Colloquial Welsh."

42,814. (*Archdeacon Smith.*) The Welsh that would be taught as a specific subject is not the Welsh that you wish to perpetuate?—No, it is the colloquial Welsh that I wish to perpetuate,—the Welsh of the pulpit, and the Welsh of the devotional language of the people, which is very different from the Welsh of the current literature of the day alluded to by Mr. Henry Richard.

42,815. (*Chairman.*) What is the population of the exclusively Welsh part of Wales where no other language but Welsh is spoken?—I am unable to form an opinion upon that point, because I do not know so much of North Wales, except from travelling through it. South Wales is bi-lingual, with the exception, of course, of some parishes in Carmarthenshire and Cardiganshire.

Teachers wish Experiment to be tried.

42,816. (*Lord Norton.*) According to our present code system, if Welsh is taught as a language at all in our schools, it must be as a foreign language; otherwise would there not be a duplicate system of grants for reading Welsh and for reading English?—I should think so. I may state on that point that I have discussed the matter with several teachers. When I have asked them closely upon the matter, they admit that they see difficulties; they say, "Let it be tried." One can see, of course, that it is an experiment which they wish to have for a time. They do not consider the result. We have had more than one experiment in the interest of the Welsh people. The Sunday Closing Bill, for instance; the driving out from the elementary schools the teaching of religious restraints as taught by the Catechism; hence all the youthful depravity to be seen in Wales in the present day.

42,817. There is a strong national, or I would rather say provincial, sentiment in favour of keeping up the Welsh language, as the *Eisteddfod* shows. When I was in the office, I recollect a shipload of Welsh men and women [and] books being sent to Patagonia as a mission to keep the Welsh language pure from English infection, but it failed. I understand you to say that there is no practical use in keeping up the Welsh language, except as enabling Welsh boys to learn English?—No, I do not think it would enable them to learn English, excepting where it is found that one might legitimately use it.

42,818. There is no practical object or use, is there, in keeping up the Welsh language?—No, I think that there is not

any very great use in it, still I should be sorry to do anything to put it down.

42,819. Keeping up the Welsh language is so far a hindrance to a child's employment in the world, is it not?—I think as regards his temporal interests it is.

42,820. And it also tends to keep up the provincial feeling in Wales as distinct from England, does it not?—Yes, it does.

42,821. And, in fact, as the world does not speak Welsh, it is more important to enable the Welsh to speak the language of the world?—Certainly.

42,822. Did you ever hear of a Welsh book being translated into English?—I know of a Welsh poem translated into English.

42,823. (*Hy. Richard.*) You know, of course, the "Mabinogion," which was translated into English by Lady Charlotte Guest?—Yes, of course; but then the Welsh of the "Mabinogion" is not the Welsh which would be understood in these days. It was written at a time when, I suppose, there was no Welsh literature. When I begin to think, there are some things translated from Welsh in "Myfyrian Archæology," by Llywarch Hen, and that, I suppose, would be one of the oldest collections of Welsh literature.

42,824. (*Lord Norton.*) English translated into Welsh would be much better read in the original, would it not, if you could give the boys power to do so?—I think so, decidedly.

Secondary schools and colleges.

42,825. (*C. H. Alderson.*) Do you recognise any distinction between secondary schools and elementary schools in regard to the desirability of teaching Welsh?—I do.

42,826. Is it not much more important in the case of the secondary schools than in the case of the elementary schools?—Yes, as an aid to the study of comparative philology, for instance, I should like to see it encouraged more.

42,827. I mean secondary schools, as furnishing the mass of professional people?—Yes.

42,828. You would regard then with more favour the teaching of Welsh in such schools?—Decidedly.

42,829. Yet is it not the case that in some colleges in Wales where scholarships are conditioned upon a knowledge of the Welsh language, representations in support of the removal of that condition have been made; is that within your knowledge at all?—I only know of one or two scholarships. I am not familiar with the new colleges which have just been introduced into Wales; but, taking St. David's College, for instance, there are one or two scholarships there which the founders confine to Welshmen.

42,830. I mean scholarships which are partly dependent upon a knowledge of and an examination in the Welsh language?—Yes, there is a Welsh scholarship at Oxford—the Powis scholarship.

42,831. There is another at Christ Church, Brecon, is there not?—Probably.

42,832. It would not be desirable, in your opinion, to give up that qualification in that case?—No, I think not; besides I would regard the intention of the founder in that point of view.

42,833. You spoke of Welsh, did you not, as being a spoken language exclusively?—Yes.

No teaching in writing Welsh.

42,834. Is there no teaching in the elementary schools in writing Welsh?—Not at present.

42,835. Would a boy in the Sixth Standard be able to translate and write into Welsh a very simple colloquial phrase, such as, “I want a pair of new boots,” if it were put in English before him?—He would translate it into colloquial Welsh easily, but he could not write it; he would not be sure of his spelling. The language is a language of the ear, and not a language of grammar.

42,836. (*Earl Beauchamp.*) As regards specific subjects, which would you think of more consequence in a school as a specific subject, Welsh or cookery?—I should say cookery, decidedly. I assume that your Lordship’s question has only reference to girls.

42,837. (*Earl of Harrowby.*) There is, of course, a large Welsh population scattered over the world?—Yes, in America and Australia.

42,838. Should we be right in supposing that a good deal of the periodical literature which is supposed to exist in the Welsh tongue is consumed by those Welsh people who are scattered all over the world?—I should think so.

42,839. The Welsh retain a very strong patriotism, and they would care more for the Welsh periodicals?—Yes.

42,840. (*Samuel Rathbone.*) Is there any peculiarity in the Welsh language which makes it especially difficult for Welsh children to pronounce English?—Yes, the gutturals are very hard.

42,841. Do you think that if they were taught to speak Welsh in their own schools it would add to their difficulty in speaking English intelligibly when they leave their own country?—I think so, to speak English to an Englishman’s ear. Of course, most Welshmen have a Welsh pronunciation.

42,842. For instance, I suppose it is much more difficult for

a Welshman to pronounce English correctly than it is for a German with the same amount of knowledge in both cases?—No, I should think not. Of course the idioms are quite different.

42,843. I am speaking more of the question of pronunciation?—I can hardly pass an opinion upon that, because the German would have his experience and the Welshman his.

42,844. But the gutturals make it very difficult for a Welsh child to learn the correct pronunciation of English, do they not?—Not so very difficult. What I mean is the sound that he gives; he may dwell too long perhaps upon the guttural.

42,845. (*Hy. Richard.*) I think you said that you thought that Welsh was an obstacle to a young person rising in life?—That is my opinion, excepting, of course, in Wales, when one regards appointments in Wales which are confined to candidates who are bi-linguists.

A knowledge of Welsh helpful to important positions.

42,846. That is the point that I was coming to. Is it not the fact that Welsh is a great help in some instances to men obtaining positions of importance in Wales; for instance, inspectors of mines and medical men, who attend upon miners, and clerks in court, and so on?—Yes.

42,847. It is indispensable that they should know both languages, is it not?—As things stand at present; but along side of that, is, of course, our elementary education, which is very fast educating the nation; and if they are to follow up that education by any system of education that may be grafted thereupon, it will be in the direction of English and not in the direction of Welsh.

42,848. But we have to do with things as they exist. There is a large body of Welsh people who speak the Welsh language, and those that have to do with them, as medical men, as inspectors, and so on, must know the Welsh language, must they not?—Yes, only they would never learn it by books. In the case of those who have attempted to learn Welsh by books, their Welsh has not been acceptable to the people.

Episcopalian population unable to read Welsh.

42,849. But there must be a very large number of people who read Welsh books from the facts which I have stated to you, as to the amount of money expended upon Welsh literature?—I will give you my experience in a bi-lingual parish in Brecknockshire before I went to the iron districts. When I was in this parish I was wishful to have a portion of the service rendered in Welsh, and the psalms and hymns sung in Welsh. I found that the people could not read Welsh, but that they were most

anxious to have the instructions, such as sermons and catechising in Welsh. They have a fondness for the language; it is the language of their inner soul, so to speak; but they said that they could not read the psalms or the hymns in Welsh. That was a very good specimen of a bi-lingual parish.

42,850. (*Chairman.*) As I have no brief of your evidence, and was not in the least aware what you were going to say until you occupied that chair, I wish to ask you, before you leave, whether there is any evidence that you desire to give to the Commission, about which you have not been asked upon this particular point of the bi-lingual difficulty?—Not that I can think of at present.

The witness withdrew.

The Evidence of JOHN GRIFFITHS, Archdeacon of Llandaff.

Personal Experience.

42,851. (*Hy. Richard.*) I think you are the chairman and honorary treasurer of the council of the Society for Utilising the Welsh Language in Education?—I am.

42,852. And the memorial which that society has presented to the Commission was signed by you in their name and on their behalf?—Yes.

42,853. You are well acquainted, I think, with most parts of the Principality, and you have large experience of various kinds in connexion with education in Wales?—Yes, I know almost the whole of the Principality. I have been connected with education, though not with elementary education only, for the last 40 years. More than 40 years ago I was head master of an endowed grammar school for four years. I then left, when I was ordained, to reside in the great mining districts of Monmouthshire, where I had to conduct schools in connexion with the works. Having worked there for three or four years I came down to a country parish. That was also bi-lingual, and I had to conduct schools there. Having been there for eight years, I went to the large town parish where I now live. I have been there for 32 years, and there I have a considerable portion of education in my hands; we have no school board, and I have two very large schools.

42,854. Are you the manager of those schools?—I am the chairman of the managers of both the schools.

42,855. So that you have had experience of various parts of Wales and can depose to the state of education there, and to the question of the bi-lingual difficulty?—I have had a large acquaintance with institutions which bear no doubt to some extent upon the question that you are dealing with to-day. The National Eisteddfod is really an educating institution. I was President of the National Council for 12 years, and that brought me in contact with most of the leading men of Wales of different schools of thought and of different classes.

42,856. You are yourself, if I may so say, a bi-lingual clergyman, and you conduct services and preach in English and in Welsh with equal facility?—Yes. I generally divide the Sunday between the two languages, taking the morning for English, and Welsh the other part of the day.

42,857. And you find that of great advantage to you as a clergyman?—A very great advantage.

Main Object of the Society.

42,858. What is your definition of the object of the Society of which you are chairman for utilising the Welsh language in education?—I think that the object of the society is a very simple one. It may be said to consist in using the language with which the people are perfectly familiar, their everyday language, the language of their homes, their hearts, and their affections, using that language in training the children, or bringing them up to a knowledge of English. That is the main object of the society, It was from that it first sprang.

42,859. There was no idea of discouraging the spread of the English language?—Quite the reverse. We have been very much misunderstood in that respect. Our object has been to improve the English education of Welsh children.

42,860. But though the object of the change that you seek is not to teach the Welsh language in day schools, you have no objection, but would think it an advantage, I suppose, that the children should acquire a better knowledge of their own mother tongue through any use that may be made of it in the schools?—I think that it is of the greatest importance for a child's future that he should have a good knowledge of his own language. It is the language of his employment; it is the language of every earnest thought that he has; it is the language of his prayers, and of his religious exercises.

Anglicized Neath prefers Welsh for Religious Exercises.

42,861. And of his home?—Yes. In the town of Neath I address in Welsh people who are advanced in years, but amongst the people my common practice is to speak English to them. We have very few people who go into shops and make their purchases in Welsh; they make them in English.

42,862. Neath is now very much Anglicized?—Very much. But when the Sunday comes, and our religious exercises have to be gone through, we find that the people will go perhaps in scores to an English chapel, but that they will go, by many hundreds, to a Welsh chapel. Therefore it is necessary that I should be able to speak and preach in Welsh; in fact, I learnt the necessity very soon. No predecessor of mine could preach

in Welsh with anything like fluency for 50 years. In the parish there were no Church of England Welsh services. At that time three-fourths of the people, at least, spoke only Welsh; there is a great change now. But I thought it my duty to restore to the people their parish church with Welsh privileges; and that parish church now has nothing but Welsh services, with a special clergyman, and I built a church there for the English portion of my people.

Two languages an advantage.

42,863. You think that it is an advantage to any child or to any man to know two languages?—I think that for very many reasons it is a very great advantage. He is a more educated being if he has two languages than if he has only one; and he is intellectually stronger.

42,864. You were yourself, I suppose, a Welsh boy, brought up in a Welsh home?—I cannot say that I was exactly that, for my mother was English, but all my surroundings were Welsh; every servant we had was Welsh.

42,865. (*Chairman.*) This bi-lingual question is not one that is peculiar to England and Wales, or to England, Scotland, and Ireland; it exists in many other countries, does it not?—Yes, I think the most interesting facts connected with it are in foreign countries. For instance, any man who studies the work of education, say, in Belgium or in Switzerland, will there meet with much that is of the deepest interest as throwing light upon this bi-lingual question.

42,866. And in Austria especially?—Yes.

42,867. The educational system of those countries has had to be adapted to this variety of languages?—One of the facts that strikes very forcibly the eye and ear of the tourist, when he is going through those countries, is the wonderful facility with which people in the lower conditions of life can speak, not only one or two, but very often three or four languages.

“Sunday” Schools.

42,868. (*Hy. Richard.*) Sunday schools form a very important part of the educational apparatus of Wales, I think?—They do.

42,869. And they are conducted very largely in the Welsh language, are they not?—I think I may almost venture the assertion that had it not been for the Welsh Sunday schools in Wales, very little real work would have been solidly done by our English schools. I am now speaking of education and not of instruction merely. It is in our Welsh Sunday schools where the language of the people almost alone prevails, in districts or

counties such as Carmarthen and Cardigan, that the child is first allowed to use his own familiar tongue or language; and it interests him very much when instruction is conveyed to him in that tongue of which he is so fond, and with which he is alone familiar.

Revival of Welsh feeling in Cardiff.

42,870. Do you find that the use of the Welsh language in Sunday schools is diminishing or increasing in Wales?—There is this peculiarity about it: A few years ago,—say ten years ago,—Welsh teaching in Sunday schools seemed to be giving way very largely to English teaching, and a great number of English classes were formed. Doubtless they were formed as an experiment, and it was a very natural experiment for people to try, because they said: “Those people are all educated in English schools; we have not got a Welsh school in Wales, and “perhaps we can do better if we give them religious instruction “in the Sunday school in the language of their day schools.” But the experiment has proved to be a failure. For instance, in a place like Cardiff which I left three or four days ago, and which is almost an English town, there is a wonderful revival of the Welsh feeling. At the request of the bishop, who accompanied me last Sunday night, an invitation having been sent out, I went to one of the largest churches in Cardiff to preach in Welsh, and to see whether the people would value such services, and we were perfectly astonished at the happy results of the experiment. I have also learned that in schools where English classes had been tried for some time, they have been given up, that the people preferred reading their Bible, which is the one book of the Sunday school, in their own language. Therefore the old Welsh classes have been re-formed.

42,871. Have you made any estimate of the number of Welsh people that still cleave to their own language?—If you will allow me to speak in general terms, I should say that the population of Wales is something like a million and a half.

42,872. Including Monmouthshire, I suppose?—Yes, including Monmouthshire. Perhaps it may be more. I think I am quite within the mark when I say that out of the million and a half the familiar every-day language of a million is Welsh. Out of that million who speak Welsh I might say that 800,000 can speak English with comparative ease. When I say that they can speak it well, they have not a literary knowledge of English so much as a facility arising from commerce, of using the language.

42,873. So that the retention of their own language does not

prevent their acquiring English?—It helps them very much, because the more cultivated they are in their own language, so far as my experience goes, the far greater is the readiness with which they can pick up English.

English Immigrants in Collieries.

42,874. Have you found that the English immigrants into Wales that are employed in collieries and other industries become Welsh speaking?—They are not there long, as a rule, before they become inoculated with Welsh. I might have added just now that my experience of Wales, and the special linguistic conditions of Wales, is very much strengthened by the discharge of my duties as Archdeacon of Llandaff, in the course of which duties I go into every parish. During my visitation of one parish, a very large parish, I fell in with a man and asked him some questions; and I said, “You have a great number of “people from all parts,” and he said, “Yes, we have them from “Yorkshire and Cornwall, and all those places.” I asked, “Do “the English colliers dovetail pretty well with the Welsh “people; how do they do underground?” (because that is the sacred place of a Welshman; he thinks that he is master there). His answer to me was this, “We seldom have such a being as “an English collier; before he has been underground for six “months he comes out a Welshman.”

Welsh and English “Causes.”

42,875. There have been a great many efforts made in view of this immigration of English people into Wales to provide for services in the English language, and, I believe, many Dissenting chapels have been built for that purpose?—Yes, this has been done for a very high and proper purpose, because no doubt the English people like their highest exercises in their own language. But there is this to be said; that while these chapels have been partly provided for the immigrant, and partly provided for the Welsh youth of both sexes, while the immigrant has availed himself of it, the Welsh youth has not done so to the extent anticipated; he has gone back almost immediately into the Welsh chapel.

42,876. Have you any idea what the number of places of worship is where English or Welsh prevails and is used?—There are 2,853 Nonconforming Welsh chapels, and there are 898 English chapels. The evidence that I have upon my visitation books is this: that those English chapels are very thinly attended, and that the Welsh chapels are crowded. You can gather these statistics better from the Nonconformists than you can from the Church of England.

42,877. (*Chairman.*) Are these Nonconformist chapels or Church of England chapels?—They are all Nonconformist chapels that I am speaking of now. We have not very many Church of England chapels; I mean the old chapels of ease; we have lost them almost all in Wales. There is now a substitute for them springing up, viz., the mission churches; and the Church of England at the present moment is doing all that she possibly can to remedy the mistakes of the past with regard to the services which are conducted in her edifices. Where she had forgotten the Welsh, many years ago, and substituted English, she is going back now, and thinks it her duty to provide Welsh services because the demand is for Welsh.

42,878. (*Hy. Richard.*) I suppose there is a great desire amongst the Welsh people to acquire the English language, and there is no foundation for the idea which prevails sometimes in England that they have a prejudice against English?—They have the strongest desire to acquire English.

Must have more means for training Teachers.

42,879. With regard to the training of teachers in Wales, do you think that there is need of some additional means of training teachers?—There is no doubt at the present moment that we must have more means. We get a very large number of our male teachers necessarily from England, because our training colleges cannot supply the demand. But we are very much worse off with our females. We have only one Normal College at Swansea for the training of females.

42,880. And how many for males?—Three.

42,881. Two in North Wales and one in South Wales?—Yes, at Bangor, Carmarthen, and Carnarvon.

42,882. Do you think that the University Colleges, which have been happily established in Wales within the last few years, may be utilised for the training of teachers for Wales?—I do so most decidedly. I think it would be a very great boon conferred upon our future teachers if they were sent to our university colleges after completing their apprenticeship to have their training carried on further.

42,883. You would prefer that to their being sent to be shut in, in training colleges?—I should much prefer it. During their apprenticeship they are cooped very closely up, and come into very little association with their fellows. When they go to a training college the rules are very rigid, and they have seldom or never an opportunity of coming into contact with their fellows. If they were allowed to come to our colleges they would meet men of different calibre, different modes of thought,

of different classes, and of different positions ; and I think also that there would be a great advantage generally, inasmuch as the whole of those attending the classes would learn very largely the true art of teaching.

42,884. Are you aware whether any arrangement of that kind has been suggested in regard to the Cardiff College, that they should send young men and young women there to obtain their education after they have finished their apprenticeship, and that the authorities of the college are prepared to make arrangements for that purpose?—Yes, I am a member of the council of that college, and the subject has been brought before us, and it has been received, I believe, with general favour. We have felt that the position of the schoolmaster would be very much improved if he came out from such a college as that; and we also believe that in a very short time our university colleges will be degree-conferring colleges; and it would help a man materially if he could bring his first degree in arts with him to a town, or anywhere else where he would be appointed as master.

Robert Williams and Bishop Thirlwall on teaching Welsh.

42,885. I observe that you have a note upon the paper which you have been kind enough to put in my hand, referring to the opinions of Dr. Williams and Bishop Thirlwall on the subject of using the Welsh language in schools?—Yes, I have brought the book with me and if you will allow me to do so I will read you a few very short passages. One is “Lays from the Cimbric “Lyre,” by Dr. Robert Williams, who is commonly known all over England as one of our great Welsh scholars; he was Vice President also of St. David’s College, Lampeter. He says here, “If children hear one language from their infancy at home it is “in vain that you attempt in the very limited period that they “can probably spare for your instructions, to familiarize their “ear with the sound, and reach their intellect with the meaning “of English, as long as it is unaided by the habit of translating “what they read. Test this doctrine by the old Eton Latin “Grammar. What conceivable boy would learn to speak or “read Latin, to any good purpose, by being simply taught the “Latin *as in præsenti*, and the syntax, without construing it.” Then he goes on to say: “What is the consequence? I have “often known people whose reading language was English, but “whose speaking language was almost exclusively Welsh. “What a confused medley of words and things must thus be “produced in their minds. How the eye of the intellect must “be dimmed, and its edge blunted, by the half caught gleams of “ideas and tangled mass of doubts thus presented, which it can

“neither see distinctly nor decide with certainty. Can this be
 “called education? or is it giving the mind of our peasantry fair
 “play?” Then another short passage that I will read is this:
 “But what if, by our neglect of Welsh, we are throwing away a
 “great gift of Providence? Is there any reason why a people
 “should not learn and thoroughly understand a neighbouring
 “language, without immediately smothering their own? It is
 “just as easy to speak two languages as to speak one. There
 “are many parts of Europe where the peasantry do speak two,
 “and are on that account generally remarkable for their intelli-
 “gence.” And he again, very strongly says, “In such a
 “language, the mind thinks as it talks, and speaks by reason
 “more than by ear. Whereas, in English, not one man in a
 “thousand is capable of expressing himself otherwise than by
 “ear, the meaning of words being fixed to the multitude, not by
 “derivation so much as by the caprice of custom.” But a
 greater man, a man, perhaps, less prejudiced than Dr. Williams,
 was the great Connop Thirlwall, Bishop of St. David’s. He
 delivered a charge in 1848 at his third visitation, and he made
 popular education the subject of a considerable portion of that
 charge. He speaks there of the labouring classes, and he says:
 “I think it is to be regretted that, according to the terms in
 “which the object of the inquiry was originally described,” (he
 is referring here to the Education Commission of 1848), “it was
 “directed to be made, not simply into ‘the state of education in
 “‘the principality of Wales,’ but ‘especially into the means
 “‘afforded to the labouring classes of acquiring a knowledge of
 “‘the English language.’” * * * * * “The time
 “devoted to reading is almost entirely occupied with the
 “acquisition of a very limited English vocabulary, while the
 “teacher, who is not permitted to hold intercourse with his
 “scholars in the language most familiar both to him and them,
 “can never, without great difficulty, ascertain how far they
 “attach a meaning to the words they utter; and he is deprived
 “of all the aid which he might derive from a comparison of
 “books in both languages.” Then he adds: “Independently of
 “all other considerations, I hold that no Welsh child ought to
 “be excluded, by want of instruction, from access to those means
 “of cultivating his mind, and bettering his worldly condition
 “which the English language supplies. But as I am likewise
 “aware that the actual use of these means must depend both on
 “a degree of proficiency which the learner may not be able to
 “attain, and on opportunities in after-life which he may never
 “enjoy, I also hold that no Welsh child ought to be thrown
 “entirely upon this contingency, and, in the meanwhile, be
 “debarred from all such benefits as he might certainly derive

“from the use of books in his mother tongue. I am fully convinced that no maxims opposed to these will bear the test of experience; and I rejoice to find that they begin to be more generally appreciated, and seem likely to exercise a greater influence on the system of popular education, than they have hitherto done.” That is what Bishop Thirlwall says. It had escaped my memory until the book was placed in my hands yesterday.

Welsh as a protection for morals.

42,886. There are some Welshmen who believe that the continued existence of the Welsh language is rather a protection for the morals of the Welsh than otherwise; what has been your experience as to the result of the English language gaining ground in certain parts of Wales; does it improve or deteriorate the character of the population?—There are many things to be taken into consideration, but I have no hesitation whatever in saying this: that where the Welsh people retain their own language not only for ordinary purposes, for general purposes, and especially for religious purposes, their morals are superior to the morals of those who have thrown aside these national privileges, and become amalgamated with other nations. In such a town, for instance, as Llanelly, where you know largely Welsh prevails, and has lost hardly any ground whatever. I go from Llanelly to Swansea, which to a great extent has lost Welsh, Swansea having become more Anglicized. The national virtues, the virtues which adorn a nation, and give promise of that nation becoming great, are to be found to a far greater extent in a place like Llanelly, where Welsh only reigns, than in Swansea where Welsh has been laid aside.

42,887. I do not know whether there are any other points that you would like to state to the Commission beyond those that I have tried to elicit from you by questions?—I have been in a state of amazing perplexity for the last 24 hours, because I have been trying to ascertain what those who have gone before me have been telling you; they have produced such enormous briefs that I felt discouraged this morning. It seems to me that they have occupied the whole field, and hardly left room for anything farther. Since I came to this place to-day I dropped upon a Scotch Code, and I find that there is now sanctioned in that Code that which is not allowed us (and which we are very ambitious of getting in the case of Welsh), and that is, that a knowledge of Gaelic produces marks. I see that in the last Scotch Code a knowledge of Gaelic now gains marks, and we should like the same privilege to be given us in regard to the Welsh language.

Wesleyan Experience.

42,888. (*"Dr." Rigg.*) It so happens that I have a peculiar interest in this matter. I was yesterday presiding over a meeting of ministers and gentlemen at Cardiff, as I do twice a year, and have done for many years past; and one of the chief objects of our meeting was how to deal with the bi-lingual question, and the difficulty involved. I mention that because otherwise I should not presume to say that I have been surprised at some parts of the evidence that we have heard. I have had occasion to pay special visits, and to meet all the Wesleyan ministers in South Wales several times during the last 40 years, and especially during the last dozen years. One thing that we have been informed of increasingly, is that the young people tend more and more to leave Welsh places of worship and to go to English places of worship. I understood you to say that the contrary was the case?—The statistics which I have gathered, and which I gathered with a great deal of care necessarily in the discharge of the duties of my office, seem to show that where these English chapels have been provided under the impression that they were going to be filled, they are not so; and that while the young people getting into improved circumstances may for a time go to these chapels, they very soon return to the old Welsh chapels.

42,889. Forty years ago when I was at Llandilo staying at the house of a clergyman's widow there, I was informed that the young people were acquiring English more and more and that it was a great treat to them to go to English places of worship; now for 20 years past it has been an annual complaint at the Wesleyan Conference, and we have appointed a Committee on purpose to deal with the question, because of the difficulty arising from the young people leaving the old established Welsh causes and going to English causes instead, and the necessity therefore of providing some form of English Methodism for fear they should be lost to other bodies that provide English chapels or services?—I cannot answer for Wesleyanism. Wesleyanism is not even one of the great religious powers of Wales, and it has not come so much under my notice.

42,890. I am quite aware that it is a comparatively minor body in Wales, but I am assured that the same fact is found in the other bodies; and what I know is that they are providing English chapels side by side with the Welsh chapels of their own denomination, in order to save their young members to themselves?—I think I have acknowledged that fact to you, and told you that in these great Welsh districts there has been a very large supply of English chapels built at considerable expense,

large chapels built with the anticipation that they would be filled up by the rising English population.

42,891. Pardon me; not by the rising English population, but by the rising Welsh population who speak English?—I am very glad to be corrected. My experience is gained by visiting those several parishes, and spending a considerable time in every one of them, for I shall not have discharged my duty unless once in every three years I have mastered the condition of every parish in my archdeaconry. I am only giving you frankly what the results of my examination have been.

42,892. May it not amount to this: that since Welsh preaching was introduced into the churches of the Church of England the attendance of the Welsh population has largely increased in those churches, because formerly there was nothing but English preaching provided?—I must plead guilty to being inquisitive, whether I have a right to be so or not. I take almost as much interest in getting statistics from the nonconformist chapels of my archdeaconry, as from the churches themselves, because I cannot very well form a correct idea, where there is such a preponderance of nonconformists as there is in Wales, of the condition of any place, unless I can at the same time gather some information from that quarter.

42,893. You have given us a fact in regard to the colliery population, and probably the same thing applies to the quarry population, viz., that English labourers, when they go, soon become Welshified, a fact which I found was the case in my own inquiry?—Allow me to say that I did not say that of English labourers; this change does not take place so rapidly or extensively on the surface of the soil as it does under the ground.

42,894. (*Chairman.*) I understood you to refer to the miners?—Yes, to those who worked underground, that a peculiar sort of change often takes place when a person of another nation goes underground, either from fear or affection, in contact with Welshmen.

The Welshman as a Welshman never more highly Educated.

42,895. (*“Dr. Rigg.”*) It is precisely on that account that I would ask whether, seeing that the case is altogether peculiar, it has any bearing on the broad question at all of the general increase of ordinary Welsh speaking amongst the inhabitants of Wales?—I will hazard this opinion, that there is more Welsh speaking now than there ever was. I will go further, and say this, that the Welshman as a Welshman was never more highly educated than he is now, and I will take a further step, and say that his intelligence and his education, which give him a place

very favourable to himself among the inhabitants of the surrounding counties are owing to this, that he has become more intelligently acquainted with his own language ; he makes it his study. We have a circulation of 100,000 newspapers every week in Wales, whereas 60 years ago we had not one Welsh newspaper.

42,896. I have been informed repeatedly that 50 or 60 years ago, though English was taught in the schools, Welsh was spoken in the streets, even by the children of the better classes, and at play. I may mention, for instance, that at Llandilo I was told by Mr. Robert Rees, a lawyer there, that when he was at school he went to an English school, but that Welsh was the language of the scholars of his own class in the streets and when at play, but that for many years past English had been the ordinary language in the streets of Llandilo amongst the boys at play and in mutual intercourse?—I cannot answer for Llandilo as to the condition of the streets.

42,897. I want to ask whether or not a parallel condition of things is to be found, as I have been informed generally in South Wales?—It would be extremely dangerous from that one case to generalise for all the rest ; it is surrounded by the aristocracy ; their families, their servants, and others are a great deal in the town ; it is a very small town, and it bears no comparison with the great towns of the Principality. I can hardly think its population is 2,000 : it is a town chiefly maintained by supplying the surrounding families, and it has become considerably Anglified. There is a large establishment close by, that of Mr. Pugh, who represents a portion of the county ; and I might mention a dozen others ; so that I do not think Llandilo at all a good example.

42,898. Your statement would be that the opposite is the ordinary rule ; that English is not now spoken in the streets and at play, but that as formerly Welsh is spoken by the children of educated people in South Wales?—I am trying to draw a great difference between real Welsh districts and such districts as Neath, Swansea, and Cardiff, where there is a great mixture of population.

42,899. (*Chairman.*) Will you just define what you call the real Welsh districts?—I will take, for instance, Merionethshire and the whole of Anglesea, nineteen-twentieths of Carnarvonshire, and I take nearly the whole of Flintshire, except the mere surroundings of the towns.

42,900. (*Hy. Richard.*) Cardiganshire?—Yes, throughout.

42,901. And a large proportion of Carmarthenshire?—Yes.

42,902. (*Dr. Rigg.*) I have just one more question to ask ;

you seem to be disposed to attribute the comparative demoralisation or comparative immorality of Swansea, when compared with Llanelly, to the fact that there is a large English population in Swansea; may I ask whether the fact that it is a very large manufacturing seaport, and that the large population there has every facility in the way of wages and temptations to vice, does not make it quite unfair to compare Swansea with a place like Llanelly upon the question of morality or immorality?—I did not pick out Swansea for a purpose of that sort; I picked it out as an adjoining town, a border town; whereas Llanelly had retained its Welsh character, its Welsh institutions, and Welsh habits; the people after having gone to Swansea and come in contact with other influences had laid, to a considerable extent, aside those good habits, especially the observance of the Sabbath.

42,903. It is not precisely an adjoining town, I think?—There is only a distance of 10 or 12 miles between the two towns.

42,904. The one is a very small country town, the other a very large manufacturing seaport, is it not?—That is a very great mistake; they are both very large towns. I should think the population of Llanelly could not be less than 25,000.

42,905. And Swansea?—Swansea proper is not so large, but the population of the borough of Swansea is something like 70,000.

Unsatisfactory result of English Education.

42,906. (*T. E. Heller.*) I want to put a few questions strictly on the matter as it affects the schools; do you consider that the teaching of English in the schools now is such as to give the children when they leave, say, in the fifth standard, anything like a useful knowledge of English?—I have no hesitation in saying no. It was the unsatisfactory result of the English education in Wales that first induced me to listen to the recommendations made by the persons who originated the Welsh Utilization Society.

42,907. Do you consider that the scholars are induced to keep up their knowledge of English, or to extend it by what they learn in the schools?—As a rule, their knowledge of English is very superficial, and therefore when they have left the school, the instruction which they have secured until the time of leaving vanishes with amazing rapidity.

42,908. Then unless they are in English speaking districts, would they lapse absolutely into Welsh speaking when they leave school?—Unless there is a very strong admixture of English, they would.

42,909. Would that be true of a greater part of bi-lingual

Wales; would the majority of the scholars who leave school under our present system in bi-lingual Wales lose their English and become simply Welsh speaking individuals?—I do not know how you can say that they lose their English, because they never have got it; it is simply driven down their throats during the time they are in school; they began with Welsh, they thought in Welsh, yet during the time they were there they were punished if they used Welsh; directly that was over they would fall back again into it.

42,910. That emphasizes the point I want to get at; is there anything in the Code which prevents the teacher using Welsh as a medium for intelligent teaching of English?—We are allowed to use it now. I think we are dependent more on the will of the inspector than we are upon the inclination of the managers.

42,911. May I ask, is it true to any general extent in Wales that the inspectors discourage the use of Welsh?—I could not say that. I have never known an instance. I can only speak what I have heard, but I would rather confine myself to my own knowledge.

42,912. Do you consider that the conditions under which Welsh children acquire their education, are sufficiently considered in the standard of passes which is demanded by the Department?—No, I do not; it has always been to me a great mystery how ever they could pass as well as they do, considering that they are being taught in a language perfectly unfamiliar to them, in which they can very seldom realize an idea, because when they think, they think in Welsh.

42,913. May I infer that you consider that the number of passes in English, although they secure a grant, represent very little knowledge either of English or of the meaning of English?—I do.

42,914. Then, in fact, that would mean that we are paying for illusory results?—Quite so, in strictly Welsh districts.

42,915. You have come in contact with a large number of teachers in your own district; have you heard from them any complaints as to the methods which they are obliged to adopt in order to secure a Government grant in this subject?—Yes, you cannot live long amongst them without hearing a good deal of the too great pressure that is put upon them. When I tried in my schools to get the teachers to discriminate between giving instruction and educating, they immediately told me, “We see very forcibly what you say; we should like it amazingly, if we had the opportunity, with a view of educating them to come into contact with individual scholars; but really the amount of work is such that we have no time,” and to use a phrase of theirs, they say, “You know, we are all day long cramming.”

42,916. In going through a number of Welsh schools last year, I continually met with the statement that the teaching of English was mere parrot teaching; that it was imitative on the part of the scholars to a great extent, and that what they learnt represented very few ideas, and certainly not an intelligent knowledge of the subject; would your own experience bear that out?—Yes; it was those very unsatisfactory results which first induced me to join this Utilisation Society; and I ventured to state a few minutes ago, that had it not been for that great institution of Wales, the Sunday School, the education or intellectual condition of the inhabitants of the Principality would be very low to-day.

42,917. Do you think that the teachers in Welsh schools would prefer to teach in a more intelligent manner if the conditions of the Code would allow them to do so?—Yes, certainly. Every one who really claims to be an intelligent teacher (and we find many within our large schools, because we get the best men we can) would desire to do so. I find that continually to be the case. If we had only two subjects instead of one we think we could do far more efficient work; but it is the dread of the inspector's visit, and the anxiety about the merit grant or demerit grant he will get that prevents it; and then we as managers are ourselves in great anxiety lest the grants should be in any way hindered, and we should find ourselves in an awkward position with our bankers.

42,918. Has your observation shown that any considerable relief or benefit has been derived from the permission given in the Code to examine in Welsh the intelligence of the reading?—It has not been tried except to a very limited extent; but there has been one very striking example in a board school in my county—that is Gelligaer, where the liberty allowed by the Code was lately used to the furthest possible extent.

42,919. That was as a specific subject?—Yes.

42,920. I was not referring to that. I think we have had that already given by one of the other witnesses. I was referring to the permission which the Code gives for testing the ordinary reading by questions addressed in Welsh?—It is done to a considerable extent; but it is not done in the way in which we should like to have it done; it is done more as a little fancy work on the part of the teachers now and then, than anything systematic.

42,921. I am alluding to inspection by the inspector?—No, we have had very little of that work.

42,922. Where it has been tried, the teachers tell me that it adds another chance of failure to their examination; that instead of being a relief it becomes an extra burden?—Are you referring

now to the ordinary teaching ?

42,923. To the inspection by Her Majesty's Inspector ?—Are you referring to it as a specific subject ?

42,924. No, to the ordinary reading ?—Am I to understand you to say that the study of Welsh or the instruction partly given in Welsh is damaging to the English reading.

42,925. I am afraid you have misunderstood my question. I will put it again in another form. The Code provides that a pass in reading (that is in the ordinary reading in the standards) should be with intelligence ?—Yes.

42,926. The Code also provides that in Welsh speaking districts, the inspectors may test the intelligence by putting questions as to the meaning of the words and sentences in Welsh ; my question was, Have you observed any relief or benefit to the schools by a practice of that kind ?—I have never known an instance in which it has been tried.

Gaelic teaching—Similar proposals for Welsh.

42,927. (*Lord Norton.*) I suppose you would propose a similar public undertaking to teach Gaelic in schools in those parts of Scotland where Gaelic is talked, as to teach Welsh as you propose in the Welsh districts ?—Yes.

42,928. Is there any Welsh grammar ?—Yes.

42,929. And that you would propose to be taught ?—We have already provided bi-lingual elementary books.

42,930. Then the object is not merely to use the power of speaking Welsh for the purpose of learning English, but to extend the use of the Welsh language also ?—I think I have said more than once that the primary object of the society which I represent is the utilization of the Welsh language with the view of giving an improved character to the English education of Wales, which we are anxious to do.

Teach and Extend the power of speaking Welsh.

42,931. I understand you now to say that you would have Welsh taught grammatically so as not only to use the power of speaking Welsh, but to teach and extend the power of speaking Welsh ?—I think it is a natural thing to wish. If the language is spoken at all, it ought to be spoken as intelligently as possible ; because the more intelligent it becomes the more self-respect will the man have who uses it.

42,932. Do you see any practical use in keeping up the Welsh language ?—I think “keeping up” is a term which we should not apply to it. I have very often had that question put to me, and my only answer (I hope not a very uncivil one) has been, Let the Welsh language alone ; it does not want much

propping up ; give it simply fair play to do the work Providence intended it should do ; and when it dies let it die a natural death.

“Natural” death—The funeral a long way off.

42,933. Then that is all you propose to do ; to leave the Welsh language alone to die a natural death ?—Yes ; it will be a long time before its funeral.

Loss of Valuable time.

42,934. (*Sir Francis Sandford.*) We were told yesterday by one of the witnesses that a teacher teaching English on the bi-lingual method would do it better. He would, we will say, produce a better result in a hundred hours than if he taught English alone ; do you believe that ?—I think that is particularly true with regard to the lowest standards in education. I always think that in distinctly Welsh places a great deal of valuable time is lost. If a child leaves his or her home, perhaps at five or six years old, where the only language spoken is Welsh, and goes into an infant’s school to get instruction, the instruction is all a mystery, it is all new, it is not associated with any idea which the child can realize ; hence the loss of valuable time. But the Welsh child has a wonderful memory ; he picks up what he is taught with great ease, holds his place, and makes rapid advance. What I believe is this : that if the teacher had time and inclination to use the knowledge of Welsh that the child had in laying the foundation of his education, he would not only be imparting a very superior education to the present one, but would be expediting very materially the work of education generally.

42,935. I want to know why teachers do not use that method, and the managers require them to do so, if it is the best method of teaching English ?—A better feeling and a more correct judgment, I think, now seems to be growing up ; but, unfortunately in the past, managers of schools discouraged as much as possible the use of Welsh, and a master or mistress who dabbled at all with Welsh, as a rule, would incur the displeasure of the managers.

42,936. We had yesterday a description of an instrument that was passed from one child to another in the school if he spoke Welsh, and the last holder got punished ; that was a Welsh invention, not imposed upon your schools by an English rule ?—Yes, I am a living witness of it. I have seen it many times, and noticed how it inspired a feeling of horror in the child. He was taught to despise his own language.

42,937. I understand that you do not want grants in the

elementary schools directly for the teaching of Welsh?—No; at present what we simply ask is permission for the utilisation of Welsh in the work of our schools, with the ultimate object of making our boys and girls far more proficient in English than they are.

42,938. But you would like something similar to the grants that are given under the Scotch Code for teaching Gaelic—the object of all of which is to provide Gaelic-speaking teachers?—Yes.

42,939. In the Scotch Code, except the grant for Gaelic as a specific subject, all the extra grants that are made to schools in the Highlands are with a view of enabling them to employ more teachers and Gaelic-speaking teachers?—Yes.

42,940. That is what you would like?—Yes.

42,941. With regard to Welsh as a specific subject; the instruction in that would be in the written and not in the spoken Welsh, would it not?—We should very much like in the thoroughly Welsh districts to have an opportunity of dealing with Welsh as a specific subject, and that it should, like other specific subjects, be subject to examination and secure any merit that it could possibly gain; we are asking just for ourselves what is granted to the Scotch in the last Code this year.

Welsh scholarships for teachers—Griffith Jones, &c.

42,942. And one of the objects of that would be to enable your Welsh-speaking scholars and pupil teachers to avail themselves of the Welsh scholarships and means of higher instruction in their own language in the colleges?—Yes.

42,943. Have you ever known in the transition period of education in Wales, such as we had in Scotland, any cases of schools in which instruction given in English only emptied the schools where instruction previously was given in Welsh; we have had that in Gaelic districts, and I want to know whether you have had a similar experience in Welsh?—I have had no experience of Welsh elementary schools; I am not old enough to go back to that, because Madame Bevan had erected schools which had been converted into English schools before my recollection.

42,944. I am old enough to remember it in Scotland myself?—There is one very interesting fact that bears upon this and has to do with English and Welsh schools. The great educator, whom we hold in reverence in Wales, is Griffith Jones, of Llanddowror. Previously to his time there had been established various schools throughout the Principality.

42,945. (*Chairman.*) What date are you speaking of?—I am speaking of 200 years ago. I am pointing to that, because it is a particular crisis in our educational history. Good men,

impressed with the idea, no doubt, that Welsh stood in the way of the elevation of the morality of the people, had established largely English schools; but those schools did not seem to touch the people at all; they had no effect upon them. This very observant man thought that he saw at once where the mistake was. He said, these are Welsh people, and if they are going to be raised and educated it must be through their own language. Hence, began that wonderful effort which covered nearly the whole of Wales by the effort of this one man, assisted eventually by a lady who was generally known as Madame Bevan. This good man rode from place to place, got as many men as he could possibly that could read and write, planted them here and there three or four months at a time, set up night schools to enable the adult population to attend, and thus sowed largely the seeds of education which were afterwards reaped by Charles of Bala.

42,946. At what date did Charles of Bala make his great effort?—It is rather more than a century since he began his work.

Wales gives a higher result in passes than England.

42,947. (*Sir Francis Sandford.*) In spite of all the difficulty you have in teaching in English generally in Welsh schools, your results, as shown by the passes throughout the standards generally, are superior to those of all England?—Of that we are well aware and not a little proud; but at the same time we should very much like if we could adopt some means that would make that education given to our Welsh boys and girls of a more lasting character; there is our disappointment. I should mention another thing. When I am speaking to-day of schools in Welsh districts, I am not so much describing my own late experience of 30 years where English very largely prevails as places with which I am familiar and in which I am interested.

42,948. It must be very satisfactory for Welshmen to know, is it not, that comparing Wales and London, you are in advance of the London schools in the proportion of scholars presented in the higher standards?—You may rest assured of this, that when anything good is told of us, we are bound to trumpet it whenever we have an opportunity.

Peculiarity of "Sunday" schools.

42,949. (*Hy. Richard.*) You have spoken very highly, not too highly, in my opinion, of the influence of Sunday schools in Wales. I think it may be to the interest of the Commission if you will explain what is one speciality of Sunday schools, that is, that they are schools not for children only, but adults?—First of all, they have this special character, that they are not upon the model of the day school; we do not practise or encourage the restraints of a day school; we have only just as many restraints.

as are necessary for the maintenance of discipline. Then, in Wales they are not, as a rule, taught by a superior class, but they are taught by people of the same class; and they are looked upon very largely, by the Nonconformists specially, as the seed place or plot where they grow the material for their churches and chapels.

42,950. And they remain in the schools a great part of their lives, do they not?—A great number in my schools are as old as myself who come there with marked regularity.

42,951. (*C. H. Alderson.*) If Welsh were made a specific subject, as I think you rather contemplate, would it take the form of translation; would the exercise take the form of translation from English to Welsh, and with questions upon the Welsh grammar?—If we are allowed to have it as a specific subject we would be bound most willingly to any directions that might be given to us in dealing with that specific subject. We have not hitherto thought of any way of working it more than this, that if it were allowed we should like to make the experiment.

42,952. But you have not thought out the form of examination at all?—No; we are taking preparatory steps, this week there have come out the first books preparatory to teaching the specific subjects in Welsh.

42,953. Some such text book has been arranged?—Yes.

42,954. You spoke of the want of permanency or desiring to see the effect of Welsh more permanent upon the children?—No, of English.

42,955. I thought you desired to see Welsh more remembered?—No, English.

42,956. Do you know whether that rule in the Code which permits the intelligence of a child to be tested by an examination in Welsh is extensively acted upon?—No, it is not.

42,957. Why not?—It has never been properly understood; it has not formed part of the training work; it is simply this, it is a permission. Do you refer to the inspector or teacher.

42,958. To the inspector?—That rests with the inspector himself entirely.

42,959. But also the inspector would affect the teacher?—I know no instance of an inspector doing that.

42,960. Does the inspector when he examines allow the intelligence of the children to be brought out by questions in Welsh?—I have never known an instance.

42,961. There is power to do that?—There is.

42,962. And you think that a desirable way?—Yes.

42,963. (*Chairman.*) About the permanency of English, do

you find that the boys are long enough in school to get a permanent knowledge of English?—We cannot keep them beyond a certain time.

42,964. I want to know the effect; is their knowledge of English sufficient to go on, in after life?—Yes.

Night schools.

42,965. Have you any night schools in Wales?—Yes, in our large towns.

42,966. Do you find them largely attended by the boys and girls?—No, it is always a hard effort to keep them going. We have discovered this, when we have parted with boys, say from the 5th and 6th Standards, where they were doing well, when they have gone out at the time they are allowed to enter upon the occupations of life, we generally find that for three or four years they do not seem to care much for anything like educational restraint, but that when they get to more mature years, 18, 19, or 20, a desire arises that they should turn to some account the education they had in the schools.

42,967. And they come back again?—Yes. But here is the misfortune, when they come back. I may have parted with a boy as a bright boy at 14 in the 6th Standard, and when he comes back it is as much as I can do to get him sufficiently well up to occupy a place in the 3rd Standard.

42,968. But to-day we are entirely confined to the question of the bi-lingual difficulty, and I want to know in what state you find them so far as their knowledge of English goes?—Just this; that when a boy is surrounded by a great number of English people he may not have fallen back upon his Welsh, but it frequently happens that while he has abandoned one language he has not satisfactorily learned another.

42,969. (*Lord Norton.*) How do you propose that the grant should be made on reading and writing; would you propose a grant on reading Welsh and a similar grant on reading English, or how do you propose to meet that?—You mean when it is taken as a specific subject?

42,970. No, as an elementary subject; there are grants on reading and writing if both languages are taught, will there be a duplicate grant for reading English and for reading Welsh, and for writing English and for writing Welsh?—No.

42,971. How would you arrange that?—We have not got that in view, we simply propose that the teachers should be encouraged and allowed to use the familiar tongue of the children in carrying on the work of education.

The witness withdrew.

The Evidence of THOMAS MARCHANT WILLIAMS.

Personal Experience.

42,972. (*Hy. Richard.*) I think you are now a barrister-at-law?—I am.

42,973. I believe you have been long connected with education, both in Wales and England?—Yes.

42,274. Will you describe to us what has been your experience in that matter?—I was a pupil-teacher for five years at the British school at Aberdare; subsequently, I was trained for two years at the normal college at Bangor; I was head-teacher of the British school at Amlwch, in Anglesea, for 18 months; I was head-master of the practising school of the college at Bangor for three years; I was junior tutor for two years at the same college, and I was Inspector of Schools for the London School Board for 10 years. Now, I have become a barrister. and this is my third year as such.

42,975. Are you a member of the Association for utilising the Welsh Language in Education?—Yes, I am.

Objections—Mistaken impression.

42,976. What are, usually, the objections raised to the teaching of Welsh in the schools and using Welsh in education? The parents object, in some districts, because they are under the impression that the teaching of Welsh or the speaking of Welsh in schools would not prove helpful to the acquisition of a knowledge of English; that is one of the objections they raise.

42,977. You think that is a mistake on their part, do you not?—Yes, I think that is an entire mistake. Then, there is a general impression in Wales that the Welsh language is properly and adequately taught in the Sunday school; that is, to a certain extent, a mistake also. The Welsh Sunday schools at the present moment, I believe, are more efficient than they were in days gone by, so far as the teaching of the younger children is concerned who are more methodically taught in Welsh now than they were in days past; but the teaching of the language is not adequately provided for in the Welsh Sunday schools.

42,978. There is no grammatical teaching is there?—No.

42,979. But they are taught to read the Welsh language intelligently?—Yes, and to speak it accurately.

Contributes to Welsh magazines—Partly self taught.

42,980. Is it not the fact that a good many of the contributors to Welsh magazines are really working men?—Certainly; I should think, the majority.

42,981. Who write good Welsh?—Who write good Welsh.

42,982. And they have got their knowledge of Welsh, in a large measure, in the Sunday school, have they not?—In the Sunday school, and also by private study.

42,983. And by reading a good deal of Welsh in books and periodicals?—Yes.

42,984. And I suppose those institutions that exist in Wales, of which the Eisteddfod is the chief, and certain literary organisations are a great stimulus?—Yes; I think that the Eisteddfod and the literary meetings which are Eisteddfodau on a small scale, have been very helpful to the culture and preservation of the Welsh language.

Objections of some Teachers.

42,985. What do the teachers say about utilising the Welsh language in the day schools?—Some teachers object on the same ground as the parents; they are under the impression that it would not help the teaching of the English language, and that is specially the case in North Wales, where the people, as a rule, speak with a somewhat strong Welsh accent, and are very anxious to get rid of it.

42,986. But you are aware that, from the replies that were sent to the circular of the Cymmrodorion Society, asking the opinion of the teachers in all the schools in Wales, a considerable majority of them were in favour of using the Welsh language?—Yes, I am aware of that. Then there are very many other objections which some teachers advance against the use of Welsh in schools, which very likely have been mentioned to the Commission before, and I need not therefore go over them again.

Opinion as to preservation of the language.

42,987. What, in your opinion, would be the effect of the preservation of the Welsh language upon the general character of the Welsh people?—My private opinion is that, if the Welsh language is more extensively used and taught than it is, it will tend to remove that diffidence which is characteristic of the Welsh people; they are shy and embarrassed when they come in contact with English people, because they are under a false

impression that the mere fact of their being Welsh is a disadvantage and a reproach to them; this is especially the case with persons who come from those parts of Wales where Welsh is not looked upon with great favour.

42,988. Then what you say is, that they feel themselves foreigners in language, and that makes them shy?—Yes; and I think it would be an advantage to have that shyness removed. Then, of course, I think it would improve them intellectually; it would aid them in thinking if they were possessed of a knowledge of two languages; they would have an additional sense, so to speak.

42,989. You think it would give them more self-respect and greater confidence?—Yes.

42,990. As to its influence on the form of their religion, what have you to say?—There are some people who object to the action of the Bi-lingual Education Society, because they are under the impression that it would favour the Established Church, curiously enough; and there are people also who think that if the Welsh language were introduced into our schools it would favour the Nonconformists; so that there are people opposing the action of this society for two opposite reasons.

42,991. But your opinion is, that it would have no great effect either way?—No great effect either way.

Aberdare and Amlwch.

42,992. You were connected with the Aberdare British School, I think?—Yes.

42,993. How far did you find that the Welsh language was used there in trying to bring the children to a knowledge of English?—The head teacher never used the Welsh language, so far as I remember, in school; but the pupil teachers almost invariably used the Welsh language in explaining arithmetical processes, the rules of grammar, and the other parts of their instruction to the children.

42,994. And you thought it was useful and valuable?—Undoubtedly.

42,995. As an auxiliary in teaching?—Yes.

42,996. Then you went from there to North Wales to a Welsh part of Anglesea?—Yes, to Amlwch.

42,997. There you found the children even more Welsh than in Aberdare?—Very much more so; they all spoke Welsh out of school there, almost without exception.

42,998. And was the Welsh language used there to any extent?—There I was head-teacher, and I was obliged to use it very largely indeed in the lower classes, and also to a certain extent in the upper classes of the schools, for the purpose of

elucidating the ordinary matters which had to be put before them in the way of instruction.

42,999. You had to use it specially for the upper standards?—Yes, the upper standards as well as the lower standards at Amlwch.

43,000. Then you were master of the Bangor practising school for a while?—Yes, for three years.

43,001. And there what did you find?—There, although English is generally spoken in the city of Bangor, the practising school was largely fed by children coming from the most Welsh part of the town, from Hiracl, near the beach; and in the lower classes therefore, Welsh was very frequently used for educational purposes.

43,002. And you found it necessary to use the Welsh language there?—Yes, even there.

General views.

43,003. Now, will you give us your general views upon this subject?—In the first place, I should like the Welsh language to be recognised as a class subject; in the next place, I should like bi-lingual reading books introduced into schools in Wales where Welsh is generally spoken. Then, as to grants, on referring to the Scotch Code, I find under Article 19A, that the fixed grant of four shillings per scholar on the average attendance varies in different parts of Scotland according to the difficulties of securing attendance. In some places it is five shillings, six shillings, and seven shillings, I believe.

43,004. You speak of the Gaelic parts of Scotland?—Yes; and it goes, I find, as far as eight shillings. I should like a clause of that nature inserted in the Code and made applicable to certain parts of Wales which could be hereafter specified.

43,005. (*Chairman.*) Will you read the clause to which you refer?—It is clause 19A of the Scotch Code, 1887. “Grants to
“day schools. The managers of a school which has met not
“less than 400 times in the morning and afternoon in the
“course of a year, as defined by Article 13, may claim at the
“end of such year—A. the following sums per scholar, according
“to the average number in attendance throughout the year
“(Article 26) (I.) four shillings; or in any parish (not burgh) in
“the counties of Inverness, Argyll, Ross, Sutherland, Caithness,
“and Orkney and Shetland, where the average attendance
“exceeds 65 per cent., but does not exceed 70 per cent., of the
“average number of children whose names are entered on the
“school register five shillings; where the average attendance
“exceeds 70 per cent., but does not exceed 75 per cent., of such
“number six shillings; where the average attendance exceeds

“75 per cent., but does not exceed 80 per cent., of such number “seven shillings; where the average attendance exceeds 80 per cent., of such number eight shillings.” I should like a clause like that, I repeat, inserted in the Code and made applicable to certain parts of Wales, to be hereafter specified by the inspectors.

43,006. (*Sir Francis Sandford.*) Is that to encourage the preservation of Gaelic, or on account of the sparse population?—On account of the sparse population.

43,007. (*Hy. Richard.*) Are there any further changes which you would suggest in the Code?—Another suggestion that I would make is, that Article 21A. of the Scotch code, which also refers to the sparsely populated districts of Scotland, should be made applicable to Wales. It is on page 11, “If the time “table of the school has provided for the continuous teaching “throughout the year of one or more specific subjects of secular “instruction, according to the table in Schedule IV.—(A.), a “grant of 4s. per subject may be made for every day scholar “presented in Standard V., VI. (Article 28), who passes a “satisfactory examination in not more than *two* of such subjects. “Where in any parish (not burgh) in one of the counties of “Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney “and Shetland, there shall be maintained at one or more “centres, sanctioned by the Department, a school in which at “least one teacher shall be a graduate in arts or science of some “university of the United Kingdom, and where, independently “of such teacher, there shall be provided a staff which, after a “deduction of 30 scholars from the average attendance, shall “fulfil the requirements of Article 32 (C.), in such a school, this “grant may be increased to 10s. per subject.” That would provide for higher grade schools in sparsely populated districts, where they cannot be made to pay at the present moment, because the grant is too small.

43,008. That does not touch the Gaelic, it merely refers to the sparsity or density of the population?—Yes, and has no reference whatever to the Gaelic question.

43,009. (*Sir Francis Sandford.*) If I may interpose again, that article is based upon the assumption that we have no purely elementary schools in Scotland, but that every school in Scotland professes to give both elementary and secondary instruction?—Yes.

43,010. (*Chairman.*) But we are simply to-day dealing with the bi-lingual difficulties?—Yes, only that Mr. Richard wanted me to suggest to him some of my general views.

43,011. You can send us any paper you like upon it, but to-day we are confined to the bi-lingual difficulty?—Yes. Then

there is a reference here which I should like to make upon that particular point; it is at page 30 in the Scotch code: "A pupil teacher employed in a school in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, in giving bi-lingual instruction to Gaelic-speaking children, shall, in addition to the other subjects of examination, be liable to examination by the inspector in Gaelic reading, translation, and composition. Such a pupil teacher may, at the examination for admission to training colleges, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition)." I should like that clause made applicable to Wales.

Systematic knowledge of Welsh helpful to learning English.

43,012. (*Hy. Richard.*) You think that a systematic knowledge of the Welsh language would prove helpful to the acquisition of a systematic knowledge of the English language?—Unquestionably. I think that in the hands of a skilful teacher a systematic training in Welsh would be very helpful to the acquisition of English. If I did not think so I should not support the bi-lingual society at all; if one of the two languages is to be sacrificed, the Welsh certainly must be that language; and if I thought the teaching of Welsh would hinder the teaching of English, I should not at all support the objects of this society.

43,013. The very reverse of that is the object for which the society is constituted, as I understand?—Precisely so.

German or French and Welsh.

43,014. You have a memorandum in the paper you have been kind enough to send me, to the effect that French and German, generally speaking, would be preferable to Welsh on the ground of utility in the ordinary sense of the term, but that as neither of these can be satisfactorily taught at English public elementary schools, Welsh is preferable to either?—Yes; if I had to choose between Welsh and French or German, I should unhesitatingly prefer German or French to Welsh, that is to say, if I could acquire a knowledge of either at an elementary school. My experience as an inspector of schools in London, and as a teacher too, is, that neither German nor French can be taught satisfactorily in a public elementary school, under existing circumstances, for many reasons. You cannot get a proper teacher to teach French; the teacher you do get teaches it grammatically merely, and the French so taught is almost useless on account of the imperfect pronunciation; and, therefore, we

have not the choice in Wales between Welsh and French or German, but between Welsh easily taught and a second language taught imperfectly and with great difficulty.

43,015. (*Chairman.*) You mean to say, that it is a great advantage to have two languages in every school?—Yes.

43,016. That is your point?—Yes; and if you have to choose between French and German, where French and German could be as easily taught as Welsh in Wales, I should prefer the French or the German for the sake of its literature.

43,017. (*Hy. Richard.*) You consider, of course, that failing to learn French or German they had better learn Welsh, and that it is more easily acquired, because it is the language of the hearth, the playground, and Sunday school?—Yes.

Bi-lingual reading books in parallel columns.

43,018. Then you think, that there ought to be bi-lingual reading books?—Yes, I do; they would be very useful.

43,019. You would arrange them in parallel columns, I suppose?—Yes; that would be very helpful to the acquisition of English, I mean.

43,020. Do you think that Welsh should be made an optional class subject?—Yes. I want that particularly understood. I do not want English to be replaced by Welsh; I want Welsh introduced as a class subject for the express purpose of enabling the teacher to teach the English language more perfectly than he does now.

43,021. You think that Welsh also should be an optional subject at the scholarship examinations?—Yes, I do.

43,022. (*Lord Norton.*) Is not French taught sufficiently well in our elementary schools to enable a boy to be a clerk in an establishment corresponding with France?—I should say not, except in a very few schools indeed, where there are French teachers handling the subject.

43,023. If French is taught sufficiently well to enable a boy to be a clerk in an establishment corresponding with France, it would so far be much more useful than Welsh, would it not, which would have no such correspondence with any mercantile firm anywhere?—Unquestionably, French not only for mercantile purposes, but also for literary purposes, is more useful than Welsh.

43,024. With regard to the first two quotations from the Scotch Code, they have nothing to do with the bi-lingual question, but with regard to the third which had an application to the Gaelic language, is there not a parallel provision in our Code for England and Wales, in these words: "In districts

“where Welsh is spoken, the intelligence of the children
“examined in an elementary or class subject, may be tested by
“requiring them to explain in Welsh the meaning of passages
“read”?—That does not correspond to the paragraph which I
read in the Scotch Code.

43,025. Would it not be equivalent to that?—No; the paragraph that I read had reference to the examination of pupil teachers during their apprenticeship, and before entering the training college.

43,026. The passage that I read from the English and Welsh Code would not supply the want you have in view?—No, not at all.

43,027. Is that paragraph acted upon to which I have referred?—I should say, yes.

43,028. Then, that to a certain extent, recognises the use of the Welsh language in teaching?—Certainly, it does recognise it.

43,029. But not so far as you would wish it?—Quite so.

43,030. (*C. H. Alderson.*) Is that rule, that Lord Norton read, acted upon by the inspectors in Wales, at their examinations?—I believe it is.

43,031. I understand that you had a school in Wales?—Many years ago.

43,032. Was it acted upon then?—Not in my time, because the inspectors in those days were not able to speak or write Welsh; now, I believe, nearly all the inspectors speak Welsh; and if they do not, their sub-inspectors, or the assistants, speak Welsh.

43,033. And, therefore, they would test, what one might call the intelligence of the children in Welsh, to some extent?—Yes, to some extent they would, no doubt.

43,034. When you say that you would be in favour of Welsh being made a class subject, what would be the exercise in which the children should be examined; could you tell us exactly what form the examination should take?—I am beginning to forget my Code; but I believe that now the class subject is, in the lower standards, the pointing out of nouns, verbs, and so on.

43,035. Quite so; it is grammar?—Yes; then I should suggest, that exercises in translation should be given, up to a certain standard, say standard five, where grammar might come in; exercises, I mean, in translation from Welsh into English. I maintain, that that would enable a Welsh child to acquire a knowledge of the English language much better and easier than he does now under the present system.

43,036. Would you have questions in grammar, the way of forming the plural of nouns, for instance, and questions of that kind, such as are set in English grammar?—Yes.

Advantage of teaching Welsh Grammar.

43,037. At present no Welsh grammar is taught in Welsh schools, is it?—No; it would be a great advantage if it were taught, because the children are very often puzzled by the various inflexions and anomalies in English grammar. For instance, in the formation of plurals, such as fox, foxes, lady, ladies, man, men; here we have three rules, and a little child finds that a puzzle and a difficulty; but if his attention is called to the formation of plurals in his own language, and if he finds that very similar changes are made there, such as *oen* into *wyn* and *llwynog* into *llwynogod* he can understand the process better. There are other examples of the same kind of difficulty the Welsh child meets in dealing with English plurals. Thus when a word ends with “y,” such as “lady,” you change the “y” into “i”; but you are not satisfied with that, you do more, you add “es” too; that puzzles Welsh children; but when they are told that in their own language they have a change which is very similar—*Anifail anifeiliaid*,—a double change, the “a” being changed into “e,” and “*iaid*” added; that is a great help to the children; it removes the oddity of the process, and many other processes that I could name are removed in a similar way.

43,038. I will ask, further, is there at present any grammar text book suitable for elementary schools?—I do not think there is any that would be quite suitable for elementary schools.

43,039. Is it in contemplation to publish anything of that kind?—I think it is.

43,040. That would enter among the possible objects of the Society?—Yes.

43,041. (*T. E. Heller.*) You say that you are in favour of taking Welsh as an optional class subject; are you aware that in the existing curriculum there is almost more than schools can now do. What do you propose that it should take the place of, or would you add it to the present curriculum?—I would divide the English into English A. and English B.; there would be no change. In some schools the English, as it stands at present in the Code, would be the class subject; in other schools the English B. would be taken where, instead of pointing out nouns, verbs, adjectives, in Standard 2, and something else in Standard 3, there would be translations from Welsh into English; and when Standard 5 is reached, all children would have the same class subject involving no additional work to the teacher.

43,042. But your recommendation is not to add Welsh to the class subjects, but to adopt what your Society calls English B.?—Yes.

43,043. I thought you had somewhat departed from that

recommendation in what you said. Do you consider or know that any considerable proportion or any appreciable proportion of the children in Welsh schools now learn Welsh grammatically?—A very small proportion.

43,044. Then would not the teaching of Welsh grammatically, instead of colloquially, necessarily occupy a considerable amount of time?—It would occupy a little time, but not more time than would be compensated for by the advantages derived from it.

43,045. Would not the Welsh child in learning his Welsh grammar or learning his language grammatically, be exactly in the same position as an English child who knows the language colloquially and has to learn the English grammar; or is there an essential difference in the grammar of the two languages which makes the Welsh easier and more capable of being learnt in a shorter time?—There is this essential difference between the Welsh and English languages, that you never meet a Welshman, however ignorant he may be, who makes any grammatical mistakes when he speaks the colloquial language; he never makes a mistake as to the gender and number or anything like “you was” and expressions of that kind; he speaks grammatically; and if his attention were called to the rules, I think it would not be very difficult to make him acquire a knowledge of grammar.

43,046. The object of my question is to ascertain what extra time, or time would have to be devoted to Welsh as a subject, apart from the advantage you may derive from comparing Welsh with English, when they come to learn English afterwards?—My impression is that the additional time and labour involved in carrying out our suggestions would be very trifling indeed.

Varying views of Teachers.

43,047. Have you taken the opinions of any teachers in Wales upon this subject?—Yes, and I have read their opinions.

43,048. What would be your general impression as to their views?—Their views vary on that subject as they do on every subject bearing upon their profession. The strongest opponent among teachers to our system, whose evidence I see you have, was Mr. Owen Williams, Bethesda, near Bangor; he was very much against it. I knew him intimately. He was an old pupil of mine, and was at one time an efficient assistant master here in London. He went back to North Wales as the head-teacher of a British school. He was an intelligent man, but spoke with a very strong Welsh accent, and that was rather against him here in London. He goes back to Wales, and he is bent upon removing this Welsh accent from the speech of his pupils, if he can; and he disapproves entirely of introducing Welsh as a class

or specific subject in elementary schools. I think that is the explanation of his opposition.

43,049. My question was rather as to what teachers with whom you came in contact felt as to the extra time which would be taken up in teaching Welsh, if it had to be taken as an extra subject?—Many teachers think that it would involve a great deal of additional labour, and, if I were persuaded that that would be the case, I should modify my views to a certain extent, because I know that the teachers are overburdened with work at the present time. I say, however, that the teaching of Welsh systematically would prove helpful to them in every sense.

43,050. Do you think so, under the present standard system of payment by results, where results must be obtained at the end of each year?—Yes, even under the present system of payment by results, which I personally disapprove of, as you know.

43,051. (*Sir Francis Sandford.*) You say that you never find any person, in however humble a sphere in life, in Wales make any grammatical mistakes? Why should we make any grants in aid of instruction in a language which the people talk and write without any assistance from Government?—What I meant by saying that they speak grammatically was, not that they speak perfect or accurate Welsh, but that they do not violate the fundamental rules of Welsh grammar; they do not use the proper words, and they do not appreciate Welsh literature as it should be appreciated; and the people who speak Welsh accurately, so far as the rules of grammar are concerned, are very often unable to write Welsh, and unable to utilize their knowledge of Welsh in acquiring a knowledge of English.

43,052. (*C. H. Alderson.*) We have been told that in more than one place in Wales the Welsh which the inspectors use in questioning the children as to the meaning of words, is a Welsh far above the heads of the children, and a Welsh that they cannot understand; in fact it has been called classical or grammatical Welsh as compared with colloquial Welsh?—That is perfectly possible.

43,053. And the teachers say that this, instead of being a relief when so applied, puts an extra difficulty in the way of securing a pass?—That would apply to one or two districts of Wales only, I should say. In the other districts of Wales the sub-inspectors and the chief inspectors can speak Welsh freely; the inspectors you refer to speak book Welsh.

43,054. Is not the Welsh of Carnarvonshire totally different from the Welsh of Glamorganshire?—Not more different than the English of Yorkshire is from the English of Shoreditch.

43,055. There have been a number of instances given me of

common words, for instance, the word for "rose" is entirely different in one part of Wales from what it is in others?—There is not much difference in that particular word, but in regard to very many words there would be great differences.

43,056. Then what would be the standard Welsh; if it is to be taught, there must be some standard?—The Welsh of the Bible is standard Welsh.

43,057. Is that what is known as classical Welsh?—Yes. I would remind you that in some parts of England you call a donkey a "cuddy"—and in Scotland too; there are very many words of that description, which are not the same in various parts of Wales; but that would not be a great impediment to the speaking of Welsh because, for instance, a South Wales preacher would be thoroughly understood in North Wales, and a North Wales preacher would be thoroughly understood in South Wales, the literary language of Wales being the same everywhere.

The witness withdrew.

The Evidence of Prof. HENRY JONES.

Seven or eight-tenths of the population speak Welsh habitually.

50,753. (*Chairman.*) You are Professor of Philosophy and Political Economy in the University College of Bangor, are you not?—Yes.

50,754. And you have come to give evidence on the bi-lingual difficulty?—That is one of the points upon which I am asked to give evidence.

50,755. Is Welsh more spoken at the present time than it was formerly?—I believe it is.

50,756. But the number of people who speak Welsh only is not so great as it was in former times?—No; a far larger proportion of the community is bi-lingual.

50,757. Making use of both languages?—Making use of both languages: not, however, to the same extent or under the same circumstances.

50,758. Would it be correct to say that the inhabitants of Wales are in a state of transition from the use of Welsh to the use of English, or the reverse; are more Welsh people acquiring the habit of speaking English, or are more people in the habit of acquiring Welsh?—The transition is very slowly from an exclusive knowledge of Welsh to an exclusive knowledge of English.

50,759. Of course, in an area such as Wales any general statement is liable to be disputed; but, taking Wales generally, you would say that the Welsh speak Welsh habitually and English occasionally?—Yes, I should say that seven or eight tenths of the population do that.

50,760. That the language of their ordinary life is Welsh?—Yes.

50,761. In the case of those who speak Welsh, I suppose they think in Welsh?—Yes.

50,762. And those Welsh people who speak English would, in the majority of cases, think in Welsh, and translate into

English whilst speaking?—Yes, almost exclusively. It is only after years of working with English that one thinks in English, if the language of one's childhood has been Welsh.

Reason why English is only slowly adopted.

50,763. Does the adherence of the Welsh to the use of Welsh in religious services and in Sunday schools place any difficulties in the way of the further adoption of the English language?—No, I would not say that it places any further difficulties in the way of the further adoption of the English language; but I would say that the use of Welsh in religious services and in Sunday schools does a great deal, and has done, perhaps, more than anything else towards keeping the Welsh language alive.

50,764. It has enhanced the attachment of Welshmen to the Welsh language?—Yes. Indeed I cannot account for the rather strange fact that Wales, which is less than Ireland, and which has been for a longer period in more direct contact with England, has maintained its language almost entirely, while the Irish have to such an extent lost it, except by referring it to the religious and literary revival that took place about 120 years ago, speaking broadly. There is further tolerable evidence that before this religious and literary revival, Welsh was fast losing ground. Since that time it has hardly lost at all, except in the border counties.

50,765. Do you think that the increasing use in Wales of English as an alternative language will end in the extinction of Welsh?—Unless a community can be permanently bi-lingual.

50,766. Have there been no communities that have been bi-lingual?—I am not prepared to answer.

50,767. Is not a large part of the modern Kingdom of Belgium bi-lingual?—I should not like to undergo an examination on general history now, but I know that there was at one time a schism in English life not very unlike the present one in Wales; I mean, of course, after the Norman Conquest and until the time of Chaucer, speaking broadly. The English people failed to be permanently bi-lingual.

Is it right to Sacrifice four-fifths of Welsh children for the remainder.

50,768. And you think that the existence of these conflicting elements in the language of the people imposes great difficulties in the way of efficient education?—Yes. I think there are two classes in the great majority of the Welsh schools whose interests are not identical. The very large majority of the children will remain in their native places, and their only literary and spoken language will be Welsh; but the more

enterprising class will enter into the general current of English life ; and for this latter class, at almost any sacrifice, English ought to be taught. But the question is whether one is right in sacrificing four-fifths of the average Welsh children for the sake of the remaining one-fifth, who are more enterprising and of greater promise.

Welsh Literature.

50,769. Is there any Welsh literature apart from Welsh translations of English works?—Yes.

50,770. Is it of high intellectual value?—I think so. To take an example or two, we have a biography published within the last six or seven years which I believe would rank with Mr. Morley's "Cobden" or Trevelyan's "Macaulay," if not with Froude's "Carlyle." It is a really great biography, I think. Then we have a number of poets living whom any Welshman would rank as high as one of the favourite minor poets of England now-a-days—Mr. Lewis Morris, for example.

50,771. Are those Welsh poets of whom you speak persons who have no knowledge of English?—The majority, yes ; and consequently they write poetry after a very limited culture. They have more power than they are really able to manifest.

50,772. The difficulty of which you speak makes an ideal scheme impossible?—It makes it very difficult unless an ideal scheme be that which best suits the circumstances.

Compromise.

50,773. And therefore it would be more prudent to arrive at some compromise?—I think so.

50,774. What would be the nature of the compromise that you would suggest?—I would so far as possible maintain the teaching of English in its integrity.

50,775. As the foundation of education?—As the foundation of education, and as practically the only medium of communication between teachers and taught ; because I think that English is taught not so much in connexion with English as a Subject in the schools, as on account of the fact that English is the medium of conversation between teachers and taught, wherever that is possible at all ; and it is the medium through which other subjects are taught, such as arithmetic, geography, history, and so on ; and I think that to make too ready a resort to the use of Welsh would do great harm ; I mean in this connexion. Because it would weaken the child's effort to understand his teacher, and it would also weaken the child's effort to express himself in English ; and I think that these two things taken together constitute the two chief means by which a language is learnt.

50,776. What function would you assign to the Welsh language in the field of education?—I would examine a Welsh child in English subjects with almost the same strictness as an English child is examined, and I would give him as much credit as he deserves, and the teacher also, for knowing another language, and I would regulate the teaching accordingly.

50,777. Would you make Welsh a class subject in elementary schools?—I am not quite sure whether that is the best way. I would certainly not be satisfied with it as a specific subject, for several reasons; but whether it would be better to make it a class subject, or to omit one of the English reading books in the lower standards and substitute a Welsh one; or both, I do not know.

Difficulties.

50,778. Would you determine that question by a regulation of the Education Department, or would you leave it to the discretion of the managers?—I think that I would determine it through the Department. The difficulties I think are these: If Welsh is put as a class subject, one has either to insist that it should be placed instead of English as a class subject, which I am not prepared to do, because in that case English grammar would not be taught; or else one would be obliged to insist that two class subjects, namely, English and Welsh, both of them languages, should be taken in the Welsh schools; which I think is rather hard. Consequently the other plan has been suggested, namely, that of allowing the Welsh children to read one Welsh reading book and one English reading book in the lower standards, instead of two English reading books. At all events, I think that it would be a great pity to confine the teaching of Welsh to the higher standards. For one thing I think it would be well if the children in the higher standards were allowed to exercise themselves in Welsh composition, so that they could compose letters better and spell better. If one looks at the letter of a Welsh servant girl, who has been tolerably well educated in an English school, one finds that she spells English better than she spells Welsh, although she would appreciate Welsh literature much more than English literature. I think that we could not do what I propose in the higher standards, unless we got through the preliminaries in the lower standards, besides the fact that no one learns spelling unless they learn it very young.

The practical question only solved on the supposition that both languages are permanent.

50,779. Of course it makes a great deal of difference in any regulation about education in a bi-lingual country, whether you

look to the extinction of the one language or of the other, or to retaining both?—I am quite certain that the practical question just now can only be solved on the supposition that both are permanent. I think that everybody who knows Wales would acknowledge that during the last 30 or 50 years, while English has gained ground immensely, Welsh has scarcely lost ground at all; and there is greater attachment to Wales and Welsh things through the community as a whole now, for some reason or other, than has I think ever been known before since we fought the English.

50,780. What arrangement would you make with regard to the pupil teachers?—I would recognise the fact that they know an additional language, and give them credit for it and make the demands in Welsh correspond through and through with the demands made in English.

50,781. Have you any other observation to make as regards the bi-lingual difficulty?—The only thing which I should like to add is this: that the good of Wales is dependent to a considerable extent upon meeting it, because no community I think was ever improved, except by developing the forces, intellectual and otherwise, that it possesses; and Wales will never be made richer by neglecting its language; nor do I think that English will be known better. For, on the border counties where they do lose their Welsh, or have done so and become English, there is degradation of intelligence because they do not really become English.

50,782. They cease to be Welsh without becoming English?—Yes, their vocabulary becomes very limited.

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Personal Experience.

50,814. (*R. W. Dale.*) What experience, may I ask, have you had of Welsh elementary schools?—I was educated in a Welsh elementary school, and I taught for two years in a Welsh elementary school.

50,815. In what part of Wales?—I was educated as a child in a school in Denbighshire, in North Wales.

50,816. There you come into contact with the English life and language a good deal, do you not?—No, and certainly not in that part of Denbighshire.

50,817. Did those with whom you were at school, and whom you subsequently taught, think and speak in Welsh usually?—Yes.

50,818. And did you yourself usually think and speak in Welsh during your school life?—Yes, and long after that.

50,819. And did you receive instruction in English on all

the subjects included in the school curriculum?—Yes; the schoolmaster happened to be an Englishman.

50,820. Therefore, he was not likely to teach in Welsh?—He was a long time in the country and he never learnt it.

50,821. Then you had to translate the teaching which you received from him into Welsh as you received it?—Yes.

50,822. Does it occur to you that that is really an efficient system of education for a child; that it should be obliged to translate from another language into its own before it appreciates the teacher's meaning?—It is a very vigorous intellectual exercise if it can be performed.

Teaching Arithmetic through a foreign language.

50,823. Take arithmetic, for instance; do you not think that the arithmetical effort which its processes impose is sufficient for any child, apart from the secondary linguistic effort?—Yes; and very often the teacher is forced to explain the arithmetical processes in Welsh as well as in English; but the vocabulary used in teaching arithmetic is small, and the child's intuitive, or almost instinctive, power of learning a language is so great that I would be sorry, although the child should lose somewhat in the earlier part of his education, to use Welsh systematically as the medium of instruction.

50,824. Should you recommend that in an English school arithmetical lessons should be given in Latin or Greek?—Yes; if it were as important for an Englishman to learn Latin or Greek, as it is for a Welshman to learn English.

50,825. But for the direct and immediate object of the instruction, and simply as an intellectual discipline, do you think that it would be desirable to teach arithmetic in English elementary schools through the medium of Latin and Greek?—No. If you look at the thing in its isolation and apart from its circumstances, it would be best for any subject to be taught in the language that is understood.

50,826. Do you not think that the first question that we should consider in educating a Welsh child is, how we can best do justice to its intellectual faculty and development,—making the mastery of the English language the second consideration?—I am not willing to commit myself to such a collision as you make between the two.

50,827. I understand you to admit that the giving of instruction to an English child in a foreign language might, perhaps, mar and impair the efficiency of that instruction in its immediate object?—Yes.

50,828. And I imagine that that must be so in the case of a Welsh child?—Yes.

50,829. That a child taught arithmetic by means of English is likely to be a less effective arithmetician than if he is taught arithmetic by means of his own language; that the discipline derived from the arithmetical teaching is likely to be less efficient because his mind is exercised in another way at the same time. You admit that, do you not?—Yes, I do.

50,830. And that would apply, of course, to all the subjects included in the school curriculum; firstly, that so far as the mastery of those subjects is concerned, and, secondly, so far as the specific intellectual discipline connected with each of those subjects is concerned, the child must suffer a little from being taught in a foreign language?—Yes, he would, provided he were almost absolutely ignorant of English.

50,831. But even an imperfect knowledge of English must, in the degree of its imperfection, carry with it the injury which I have just suggested?—Yes; but you are more than repaid, I think, for the loss at first by the gain of entrance into the larger life and literature of the English people. There is, however, no doubt that the presence of two languages creates a difficulty.

Native Literature for the majority.

50,832. But eight-tenths of the children in a Welsh school are never likely, as I understand from you, to enter fully into that larger life?—No, I think not fully.

50,833. Should you think then that for those eight-tenths, there is a literature in their native language which really constitutes a large and generous intellectual culture?—May I answer that question by asking another? Would you ask that a person who is not intellectually enterprising, say an English peasant, should be provided with a literature of the kind that you have described?

50,834. You wish me to interpret my question?—Yes.

50,835. Then I will put the question in this way: do you think that for the eight-tenths that remain, there is a literature adequate to their capacity and opportunity for intellectual development?—Yes.

50,836. I do not ask you whether you have a Shakspeare and a Milton in Welsh?—We have a share in both.

50,837. But what I ask is, whether for the eight-tenths that remain there is an adequate stimulating literature?—Yes.

50,838. And that literature is of various kinds, scientific, religious, ethical, and literary?—Scientific, not to any great extent. Perhaps the best way of answering the question would be by alluding to what has been done quite lately. I myself was adjudicator on treatises, the subject of which was the philosophy of Hegel, and its influence on European thought; and there

were two really valuable essays on the subject.

50,839. (*Chairman.*) In Welsh?—Yes. In the following year, in connexion with another Eisteddfod, I adjudicated on a Welsh text book on logic, and I must say that I thought the best, on the whole, quite as good as, and in some respects better than, Jevons' celebrated logical text book.

50,840. (*R. W. Dale.*) May I ask this question: are most of the best popular scientific treatises in English translated for the use of the Welsh people, such books as Huxley's "Physiography," for instance?—No, I do not think that they are.

50,841. Are corresponding original books produced in Welsh?—As I have said before, I do not think that much has been done on the scientific side. Welshmen are more purely of a literary turn, as Mr. Matthew Arnold has pointed out.

50,842. How would you compare such an Encyclopedia as that issued by a large house in Denbigh, Mr. Gee's, with a Popular Encyclopædia like Chambers'; perhaps you are not able to compare the two?—I am not able to compare Encyclopædias.

50,843. I merely wanted to know whether for those who were left with their Welsh only there was a sufficiently varied literature in your judgment to give a fair intellectual culture and stimulus?—Certainly; distinctly so.

50,844. Then do you not think that it is rather a serious thing, for the sake of the two-tenths, to be affecting rather injuriously the intellectual culture of the remaining eight-tenths?—I do not wish to endeavour to answer that question, because I do not know whether things ought to go by counting of heads or not—whether one man is not sometimes more valuable than ten, I cannot say.

50,845. You have partly anticipated the question that I wanted to ask. These eight-tenths that remain in Wales have to read Welsh, and they have to write Welsh; I think you acknowledge that the Welsh writing, Welsh composition, and Welsh spelling, in the case of a very large number of persons who have been in elementary schools, is bad, and even worse than what English they attempt?—Yes, on the whole it is.

Unsatisfactory system which does not provide for teaching to write the language.

50,846. Do you not think that it is a very unsatisfactory state of things that people should be taught under such a system that they cannot write the language they are obliged to write so easily as they can write a language that they are not obliged to write?—I think it is a great wrong. I think that everything should be done to cultivate the knowledge of Welsh in Wales, consistent with the maintenance of English.

50,847. But which would you make the first thing?—The latter.

50,848. The qualification is more important than the substance?—I cannot see how that applies. Which are you making the substance.

50,849. In your reply I think you said that you would do everything for the teaching of Welsh in Welsh schools that was consistent with the maintenance of English?—Yes.

50,850. The secondary qualification is, in your judgment, more important than the principal affirmation; you insist on maintaining English, and you would add Welsh, if possible?—As I said before, I do not see how you are able to put them into such collision with each other. It is surely almost exclusively an English idea that a man should speak only one language, or that one language should stand in the way of the other. At any rate, I do not know of any other cultivated people who so exclusively insist on knowing only one language.

50,851. But I think that most people insist on knowing their own language thoroughly, and are quite content to make the other language secondary; is not that so?—Yes; and of course that would be best for eight-tenths of Wales; but for the remaining number I think it would be a very great loss.

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Cofiant John Jones, Tal-y-sarn.

50,861. (*C. H. Alderson.*) What biography was that of which you spoke as being equal to any of those of Carlyle?—The one which I had in my mind was the biography of a famous preacher by the Reverend Doctor Owen Thomas.

50,862. In point of style it is an admirable work you mean in Welsh?—It is very good in style; but it places the character in a Welsh historical setting.

Welsh poets—It is not sufficient to make Welsh a specific subject, &c.

50,863. And you spoke of the poetry of Mr. Morris; is that Mr. Morris of Penrhyn?—Yes.

50,864. Which Mr. Morris is that?—"Mr. Lewis Morris of Penrhyn, not Mr. Morris of Parnassus."

50,865. Is that poetry in Welsh?—No; I cited him because he is a Welshman.

50,866. A Welshman who writes in English?—Yes. I compared some of the best Welsh poets with Mr. Lewis Morris.

50,867. With regard to the teaching of Welsh in schools, do you advocate it on the ground that we have had before us, which is the view of the Cymmrodorion that it is to be utilised for the

teaching of English?—No, I do not press it so much on that ground, although I have no doubt that the knowledge of one language is always an assistance to the knowledge of another, but I press it chiefly on the claim of the people who will be permanently using Welsh.

50,868. That is a different view from that of the society which I mentioned?—Yes, it is additional, I think.

58,869. Because their view seemed to be that Welsh was to be thrown aside as soon as the child had perfected his knowledge of English?—I did not know that that was their view.

50,870. With regard to the degree in which Welsh is capable of being taught in school, did I rightly understand you to say that you disapproved of its being made a specific subject?—I thought that it would not be enough to make it a specific subject, because the Welsh child in Standard I. can spell and read a Welsh word just as he can an English word; and in Standard II. he can write short Welsh sentences as well as English sentences; and I cannot see why he should not get credit for that all through his school career, and get a training preparatory for the higher subjects.

50,871. Then you prefer to have it taught as a class subject, because the teaching would go further down into the body of the school?—Quite so.

50,872. Is there any teaching of Welsh grammar in Welsh schools?—There was not any lately; I do not know what has been done since there has been a sort of recognition of Welsh.

50,873. Is that proviso of the Code, to your knowledge, acted upon which permits the inspector to examine the meaning of the words and the sense of the passages in Welsh?—I do not know; I have left elementary teaching for a good many years.

50,874. With regard to the University College at Bangor, you would so far modify the Training College for teachers at Bangor as to relegate the more elementary work to that institution, would you not?—Yes.

50,875. Leaving the higher culture for the teaching of the local classes?—Yes.

Grammar schools.

50,876. Have you a grammar school in Bangor?—Yes, the Friars; one of the largest in North Wales.

50,877. Is that what is called a first grade grammar school?—Yes.

50,878. Would young teachers be at all drawn to the University College from that grammar school?—There are not many educated in grammar schools who go into the teaching profession.

50,879. (*R. W. Dale.*) Do you use the term "grammar school" in the same sense in which we use it in England?—I think so.

50,880. Are there not many schools in Wales that are designated grammar schools that would not receive that title in England?—Not so far as I know.

50,881. Are the grammar schools that you know of, the type of the grammar schools in Manchester, Birmingham, and other English towns?—They are schools in which Latin and Greek are taught as well as French and German; and out of which, out of the best of them, entrance scholarships are occasionally taken into Oxford or Cambridge.

50,882. Are there many of ancient foundations?—Bangor is one.

50,883. There are not many?—Not many.

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Earnest desire of those interested in Welsh Education to strengthen the Knowledge of Welsh.

50,912. (*Hy. Richard.*) You are pretty well acquainted with the principality of Wales, I think?—Yes, I have resided there nearly my whole life.

50,913. And you are aware that there is a very strong attachment among the Welsh people to their own language, but that with that there is very generally an earnest desire to acquire the English language?—Yes.

50,914. That is universal?—That is universal, I think.

50,915. You are aware of the existence of an association that has been established for what is called the utilisation of the Welsh language in education?—Yes.

50,916. That does not imply any prejudice against the English language, or any wish to lessen the opportunities of acquiring it?—No, I think not. I think that all really interested in the education of Wales would be loath to do anything to lessen the knowledge of English, while they desire earnestly, on the other hand, to strengthen the knowledge of Welsh.

50,917. And you agree with them, without going into minute details, so far as this: that it is necessary and desirable that in certain places the Welsh language should be used as an instrument of education for young children?—Certainly.

50,918. You know from your own experience, I have no doubt, that young children coming from Welsh families where they know only Welsh are at a great disadvantage when they come into a school where only English is used?—Yes, at a very serious disadvantage; so much so that I do not know how some elementary teachers manage to come up to the requirements of

the Code. If, for instance, a little child spells the word "cow," he does not know what it means; every word he reads is new to him.

Eisteddfodau.

50,919. I will ask you a question or two with regard to a special Welsh Institution, and they are quite *ad rem*, because they are connected both with education in Wales and with the bi-lingual difficulty. The institutions known as Eisteddfodau have done a good deal to supply an intellectual stimulus to Wales?—Yes, more I should say than anything except the religious institutions—I mean in past years.

50,920. Because, besides the large meetings of that description that attract public attention, there are smaller meetings of a similar kind scattered all over the country?—In every parish once a year, or oftener, there are little competitive gatherings.

50,921. Do you remember some striking words of the late Bishop of St. David's as to the fondness of the Welsh people for such institutions, in which he says: "It is a most remarkable feature in the history of any people, and such as could be said of no other than the Welsh, that they have centred their national recreation in literature and musical competitions?"—I was not aware of those words, but it has often struck me as odd that the Welsh seem to have inherited the literary side of the Olympic games, if one may say so.

50,922. And these institutions have had a good deal to do with perpetuating the Welsh language?—They have fostered generally the Welsh language and Welsh literature.

Religious services.

50,923. But you would consider, perhaps, that the stronghold of the Welsh language, and which will secure its existence for a good many years, at any rate, is the love which the Welsh have of the religious services in their own language?—Yes.

50,924. You know many instances of persons within your own acquaintance who, though they understand English perfectly well, prefer attending services where the Welsh language is used?—I do not know any educated Welshman, so far as I can remember, who does not prefer the Welsh service; I suppose on account of the associations of childhood, or something of that kind.

50,925. So that in your opinion it is a long way in advance before we can see the end of the Welsh language?—Well, the end of it has been predicted, like the coming of the Millennium, many times during the last 30 or 50 years; but I have not seen anybody acquainted with Wales who would be able to say that

Welsh is even less spoken now than it was then.

50,926. So that it is necessary that provision should be made in any system of education for Wales for this existing peculiarity of the bi-lingual difficulty?—Certainly, unless they would be prepared to waste a great deal of Welsh faculty. Moreover, there is one remark which I should like to make there, namely that the fate of the Welsh language will not be determined in the schools; that is to say, even supposing that in order to make Wales wholly English at the shortest possible time (which is a view of the welfare of Wales that can quite be taken) it would be well to abolish Welsh, it cannot be done by the schools; because the real forces that keep Welsh alive are social and religious.

50,927. They are outside of the schools?—Yes.

The literary and the vernacular language more alike in Wales than in England.

50,928. An excellent Welsh clergyman, who came before the Commission and gave evidence on this question, drew a very broad distinction between what he called colloquial and literary Welsh. He said that the Welsh language which he wished to see perpetuated was colloquial, and that the one which we were perpetuating by our literature was not intelligible to the great bulk of the people, but was, what he called, literary Welsh; does that correspond with your experience?—No, certainly not. I am very well acquainted, I think, with the ordinary working men of Wales, and I find that, by nearly all the quarrymen in the quarry districts, for instance, admirable Welsh is spoken. There is far less distinction, I should say (and that is natural), between the literary and the vernacular Welsh than there is between the literary and vernacular English.

50,929. Have you had any personal experience of using what may be called literary Welsh for a somewhat abstract subject in lecturing to Welsh working men?—Yes, I have each year, in connexion with the Bangor College, conducted courses of lectures on philosophy in Welsh to Welshmen; some of the courses were on Greek philosophy, and some on modern ethics; and more admirable classes I have never had.

50,930. Of whom did they consist?—They consisted chiefly of Welsh working men.

Training teachers attending a University.

50,931. You are not quite satisfied, I think, with the present system of training teachers?—No, I certainly am not.

50,932. You think that a higher kind of training may be

given to the teachers themselves by the system that you suggest?—Yes.

50,933. On what grounds do you say that?—I say that, chiefly on the ground of the Scotch experience; the testimony there is unanimous on all sides, and comprises that of Her Majesty's inspectors of schools, the leaders of the training colleges, as well as the universities; and not only that but the students themselves press in Scotland more and more for admission into the universities. And, moreover, there is a steady growth of the system. For instance, in 1874, from all the training colleges in Scotland there attended at the university 33; in 1885 and 1886 there attended 166.

50,934. And you think that that is a tribute to the system itself, that it is becoming more and more prevalent in Scotland to the general satisfaction of all parties concerned?—Yes.

50,935. (*T. E. Heller.*) The bi-lingual difficulty, as I understand it, affects the teaching in the elementary schools in Wales as compared with the teaching in the elementary schools in England; has your experience given you any opportunity of speaking on that point?—Yes. When I taught in South Wales, although the school did not belong to the most exclusively Welsh class, still there was difficulty.

50,936. Do you think that the difficulties that held then are still existent in the elementary schools?—Yes.

50,937. You spoke of four-fifths of the population being practically a Welsh-speaking population in Wales?—Yes.

English exclusively spoken only in a narrow area.

50,938. Would it be possible in any way geographically to define the area?—English is spoken exclusively in no part except just along the borders.

50,939. Do you think that the conditions in the Welsh-speaking area as compared with the conditions outside that area are sufficiently different to justify any special treatment of the Welsh-speaking area in the question of teaching or of examination?—Yes. I would, however, not make Welsh compulsory on anybody, but I would make it, as a class subject, optional.

50,940. In this Welsh-speaking area, is it your opinion that the parents of the children attending the elementary schools desire above all other things that English should be thoroughly well taught?—I think that hardly any Welsh parents would be willing to see Welsh substituted for English; but that the majority, especially the more intelligent, would feel the importance of teaching Welsh as well.

Teachers uneducated in Welsh—A difficulty.

50,941. A very large number of our teachers in elementary schools in Wales can speak Welsh, I understand, but a great many cannot; have you any means of knowing the proportions between the two?—I have not.

50,942. Could you state generally your impression on that point?—I am afraid it would not be of any value. I can only say this, that most of the students in the Bangor Training College are Welsh, and the Bangor Training College has done most towards supplying Wales with elementary teachers; but I cannot go any further than that.

50,943. Do you know whether any large number of the Welsh teachers who speak English are capable of teaching Welsh as a special subject, that is to say, of teaching it grammatically?—I should think not. I do not mean, on the other hand, to imply that many of them have technically studied Welsh.

50,944. I have been told, in going through Wales rather carefully in relation to this subject, that a very large number of these teachers who can even speak Welsh, would have to study the language grammatically if they were called upon to teach it grammatically in schools; is there any truth in that?—There is a considerable amount of truth in that. I mean this: that, while they could write Welsh correctly, and do all the inflections correctly, they would not be able to collect them together for teaching purposes without making use of Welsh grammars.

50,945. Then it would mean, that if Welsh were made a class subject, as I understood you to propose just now, it would have to be taught systematically, I suppose?—Yes.

50,946. It would therefore be necessary that the teachers themselves should study the subject?—Yes, in a great many cases. Of course, when one can already write the Welsh language correctly, and read it correctly, and at the same time knows the English grammar, that is very easily done. I think there is no real difficulty there.

50,947. But still they would have to qualify?—Yes.

50,948. And of course the English teachers engaged in Welsh schools, who, I believe, form a considerable portion of the teaching staff in Wales, would be absolutely unable to give that teaching?—They would have to take some other class subject.

50,949. It is not possible, is it, to apply that in schools under such teachers?—You would either have to deal harshly with the teacher or with the children; you must either neglect the native language of the children or deal hardly with the teacher.

50,950. If, in some of the little boards that I am acquainted with in Wales, it came to a choice between keeping the English

teacher or this national sentiment which is rising in Wales, would it not probably lead to the dismissal of a very large portion of the staff in Wales?—I have not known of any cases of such injustice as that being done in Wales.

Englishmen in Wales increasingly acquiring Welsh.

50,951. No, of course not; but would you think that would be the result?—No, I should scarcely consider that probable. For one thing, Englishmen living in Wales are to a very much increased extent acquiring the habit of learning Welsh; more than half of the professors in our college are learning Welsh.

50,952. I gather from what you say that the introduction of Welsh as a class subject would not largely render a new staff necessary?—Certainly not.

50,953. Nor a disturbance of the existing staff?—Certainly not.

50,954. If it were so, would you see an objection to it?—Yes, grave objection.

50,955. As to the methods induced by this bi-lingual difficulty, particularly in teaching reading in Welsh schools, do you consider that under the present requirements of the Education Department, and the existing methods of inspection, particularly the requirement of three reading books in Wales as in England, the best methods can be applied by good teachers in your schools for the teaching of English?—In the really Welsh schools the difficulty is almost insuperable; and, as I have already said, it is a mystery to me how they do come up to the requirements.

50,956. Have you any reason to suppose that a large number of those who pass through the Government inspector's test, say in Standard IV. or V., have anything like an intelligent knowledge of English?—In the Welsh districts, not. I have myself seen people, after having left school, able to read and pronounce English pretty correctly, and still not understand a single word, not even such a word as "and."

50,957. Then such a result would appear to be of very little value educationally?—Very little.

50,958. Do you think that by the requirement of fewer reading books or by leaving the teachers free to use the ordinary methods of translation usually adopted in teaching another language, you would get better intellectual results than you do under the existing system?—Yes, I think one would certainly.

50,959. And therefore you would think that the complaints which we have received from the Welsh teachers as to unremunerative work (I do not mean pecuniarily, but educationally).

they have to perform are well founded?—No, I do not trust the complaints of teachers without examination.

50,960. But is it not a fair inference from what you have said that the complaints which the teachers make that a good deal of their labour put upon the teaching of English is educationally unremunerative are well founded, that it produces no lasting educational result?—Yes, in many cases.

50,961. As to training teachers, you have referred us to Scotland; would you propose that the training college out of the grant made to it for Queen's scholars by the Government should pay the fees of the students in the local university college?—I do not intend offering any opinion as to that.

50,962. You are possibly aware that that is the regulation in Scotland?—I was thinking that it was, but I was not positive.

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50,972. (*"Dr." Rigg.*) Do you come here, may I ask, with a special purpose in view; have you anything to advocate, or anything to deprecate?—I came here at the request or rather at the command of the Commission to give evidence on two points; and in connexion with that evidence I hoped to make it plain that I thought it desirable that Welsh ought to be added to the school curriculum, and also that the Scotch system with regard to the use of the universities should be adopted in England and Wales.

50,973. But you do not advocate, as I understand, any very material change in the existing system of education in Wales; the changes are small changes in points of detail?—Quite so; it is simply the addition of Welsh to those schools who shall choose it.

50,974. And that only in a modified degree?—As a class subject at least.

50,975. So as not to interfere with the common basis of English?—Quite so.

50,976. You spoke of English as the language which is the medium of education, I think?—Yes.

Instruction in Welsh affected by text books being in English.

50,977. Dr. Dale asked you some questions as to the undesirableness of using English and the desirableness of using Welsh in education in dealing with Welsh children; but if the class books which the teachers use, and from which they get their ideas and their examples and processes, are English, does not that materially tell upon the point as to whether or not they are to use English phrases and English language in teaching?—I cannot understand the question.

50,978. The manuals and text books which they use are not in the Welsh language?—No.

50,979. That is to say the ordinary words and phrases to be educationally employed are English and not Welsh?—Yes.

50,980. Will that have no effect upon the question as to whether or not the English or the Welsh language should be used as the medium of communication between the teacher and the children?—Certainly.

50,981. What effect would that have?—The effect that it is harder to educate a child efficiently by means of a language which is not common to him and his teacher.

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Recovery of Welsh in higher Circles—Experience varies.

51,016. You stated that there has been a recovery of Welsh in the higher circles of cultivation in recent years; that whilst there has been an extension of the knowledge of English, there has been a recovery and improvement in the knowledge of Welsh during the last generation?—Yes, more attention, at any rate, is paid to it.

51,017. And more ministers preach in Welsh than formerly?—I should not like to say that. I ought perhaps to have asked first, what period you refer to.

51,018. More than 30 years ago?—I do not think there has been a very great change in that respect during the last 30 years.

51,019. You do not think that the example of the Bishop of St. Asaph and his injunctions have produced much effect?—Yes, I should say that the Church of England in Wales has done a great deal towards increasing its own influence by paying greater attention to Welsh and Welsh services.

51,020. That is in confirmation of the suggestion which I made just now in my question, is it not?—Yes, I did not understand you before.

51,021. You probably spoke for North Wales, more particularly?—Yes, more particularly.

51,022. You said that you did not know any cultivated Welsh person who did not prefer to attend worship in the Welsh rather than in the English language?—Yes; provided, of course, that he began with Welsh.

51,023. I am informed by a great number of Welshmen, whom I meet twice a year in South Wales, some of them men of distinction throughout the nationality, that the contrary is the fact, and that cultivated young people more and more tend to frequent English places of worship?—I should gather that your testimony and mine comes from different sections of the community; that is a testimony that would naturally be borne

by the members of the Church of England. I do not know whether that is the case with your informant.

51,024. My informants are not members of the Church of England at all; but if the members of the Church of England would also say so, that would be simply additional testimony to the same effect; but my informants are all of them from South Wales?—That, certainly, is not my experience, so far as I go.

51,025. Perhaps the difference is between North Wales and South Wales?—I think that that would also be hard to prove. The thing that led me to the view (if that is of any importance) was this: the difficulties that such religious bodies as the Calvinistic Methodists in Wales have in starting English churches.

51,026. Why do they try to start them at all?—I cannot state their motives. But what I was going to add was that Welsh young men connected with such churches are disinclined to substitute English in religious matters for Welsh; they would rather stand by the Welsh churches than go into the English ones.

51,027. I have been very much struck in my visits both to North, South, and Central Wales, by finding a large number of English places of worship in connexion with the various Christian denominations in Wales that are rising up in all directions, and I am cognizant of complaints, from certain parts of South Wales specially, that the Welsh young people often prefer to go to these places of worship; may I ask you how you account for the multiplication of places of worship, I think I may say of all denominations, for English services in Wales?—I account for the multiplication by foolish religious rivalry.

51,028. (*Canon Gregory.*) Is not the speaking of Welsh looked upon rather as a political than a religious question?—I am not aware that Welsh is so specially; but very unfortunately, almost any question takes a religious or political aspect, or rather a sectarian or political aspect, in Wales.

The witness withdrew.

The Evidence of WILLIAM WILLIAMS, M.A.
Chief Inspector for Wales.

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Prevalence of the language both as a spoken and literary one.

56,569. (*Hy. Richard.*) I will now ask you two or three questions with reference to the special condition of Wales arising out of the bi-lingual difficulty. The Welsh language, I suppose, is still very largely the language habitually in use in many parts of Wales, as the language of the home, of the market, of the Sunday school, and of the religious services of the people?—In most of the counties of Wales it is the language of the middle and lower classes almost entirely.

56,570. Have you ever made any estimate of the proportion of the people in Wales who are still accustomed to use their own language?—Leaving out Monmouthshire, which is in my division, but not in Wales, I should say that two-thirds of the population speak Welsh habitually, and perhaps, rather a larger proportion than that, of the children who attend elementary schools.

56,571. Is it not also the case that there is a large living literature in Wales, and that a good deal of the reading of a large proportion of the people is still in Welsh?—There is a large amount of literature; in fact, it is Welsh literature that circulates and is read mostly by a very large proportion of the people. There are six or seven of what you may call national Welsh newspapers published weekly, in addition to a considerable number of Welsh newspapers that circulate in special localities. There are also a large number of weekly, monthly, and quarterly periodicals which are much read by the people.

56,572. Do you think that under these circumstances there should be some recognition of, or some provision for, this bi-lingual condition of Wales in any system of education prepared for it?—I do.

56,573. Do many of the children in those parts of Wales where the Welsh language is the vernacular come to school with

no knowledge of English, even colloquially?—The bulk of them do.

56,574. And yet, through law and custom, English, of which they are ignorant, is the vehicle through which they have to learn everything?—Yes, and through which they have to be examined.

56,575. This was carried at one time to such an extent, was it not, that children were punished for using the Welsh language in school hours?—They were, or even out of school hours.

56,576. Do you think that under those circumstances the knowledge which they acquire of the English language is to a large extent a mechanical exercise of memory rather than of intelligence?—I am afraid that it is to a very considerable extent.

56,577. Do they afterwards forget the English when they leave school, or do they retain any acquaintance with it?—I am afraid that they forget a great deal of it unless they happen to be thrown into English districts, where the ordinary language of the people is English.

Inadequate provision for Wales in the Code.

56,578. There is no adequate provision, is there, made at present in the Code to meet this state of circumstances?—There is very little provision at all. The only reference to Welsh is in a footnote to Schedule 2 of the Code, in which it is said that the intelligence of the children may be tested by allowing them to explain in Welsh the meaning of the passages read.

56,579. That is all the recognition made of the peculiar bi-lingual condition of Wales?—It is.

56,580. There is in the Scotch Code much more recognition of the Gaelic than there is of Welsh in the English Code, though the prevalence of the Gaelic language is trifling in comparison with the prevalence of the Welsh language; is not that so?—It is so.

56,581. What do you suggest as a remedy for this. We have laid before us in a memorial from the Society for the Utilisation of the Welsh Language in Education some suggestions upon which I should like to ask you your opinion. One of them is that they ask for the teaching of Welsh as a specific subject; do you approve of that?—I do; that, of course, is optional on the part of managers.

56,582. Has not an experiment of this kind been lately tried in some parts of Wales, Gelligaer and Merthyr, with quite satisfactory results?—Eight schools were examined in Welsh as a specific subject during the year 1886 with very satisfactory results.

Welsh as an optional subject for admission to College.

56,583. Then another suggestion was the teaching of Welsh as a class subject; what do you think of that?—I should like to have the scheme propounded by the Society for the Utilisation of the Welsh Language, or some similar scheme, tried, at all events, as an experiment. I should also like to see the amount of English reading in the lower standards in schools reduced and the time so saved spent in training the children to understand and speak English; that is, in training them to translate the English into Welsh and the Welsh into English, and in training them to speak, in which they are now very backward. And further, I should like to see Welsh introduced as an optional subject into the examination for admission to college as Latin, Greek, French, and German are at present. The Welsh are very much handicapped by having to be examined in a language which is not their vernacular; and as compensation in part for that, I think, it would be only fair that they should have an opportunity of being examined in Welsh.

Night schools.

56,584. Another of their suggestions was that greater help should be given to night schools in Wales; what do you think of that?—I quite agree with that.

56,585. There is no intention, is there, in any of these suggestions to diminish the use of the English language, or to discourage the attainment of the English language by children?—Quite the contrary. The main object is to improve the teaching and facilitate the acquisition of English. This movement has arisen mainly from the fact that the present system of teaching English does not produce such satisfactory results as we could desire.

56,586. Do you think that by the use of the Welsh language the English language itself might be more thoroughly acquired by the children?—I believe so.

Requirements in English reading should be reduced.

56,587. (*T. E. Heller.*) I only want to put a question or two to you respecting the Welsh bi-lingual difficulty, and a question or two respecting the mode of examination in Welsh schools. Do you think that the requirements in English reading as now applied, in any way hinder the intelligent teaching of English. I refer to the regulations now in force?—As I said before, I think that the amount of English reading demanded, especially in the lower standards, might with advantage be reduced.

56,588. And what would you propose to substitute in place of what is removed?—I should expect teachers to get the

children to understand what they read and to speak English better than they do at present.

56,589. Am I right in supposing that the amount of English text which the ordinary Welsh scholar in an elementary school in Wales has to get over is such that it cannot be thoroughly and properly mastered?—It is so, no doubt.

56,590. That is your experience?—Yes.

56,591. That is quite in accordance with the information which I have collected throughout Wales, and I am glad to know that your experience coincides with it?—It has been forced upon me more and more, especially since I have had to do with North Wales as well as with South Wales.

56,592. Of course, in making exceptional arrangements, it would be very difficult to rule off the districts that are essentially Welsh, and those which are essentially English; could you suggest any practicable plan by which we could apply a general rule?—I think that the managers and teachers would decide that matter.

56,593. You would leave it optional to them to take what is called under the Society's utilisation scheme, English A. or English B.?—Yes.

56,594. And you think that that would practically meet the difficulties?—Yes, so far as English as a class subject is concerned; but in addition, I should like to see the quantity of English reading reduced, so as to get the children to understand the books which they read. They come to school now ignorant of English, and read what they really do not understand, or understand but imperfectly.

56,595. I did not gather whether you desired to introduce the teaching of Welsh as a definite new subject in the Welsh schools?—I believe that that is not the primary object anywhere, except perhaps where it is taken as a specific subject; I believe that in that case the teaching of Welsh would be the primary point. But it has been found that the teaching of Welsh as a specific subject has improved the scholars' knowledge of English.

56,596. That you would make optional?—Yes, it would be left to the managers.

56,597. Do you think that under the existing arrangements the children get a thorough knowledge either of Welsh or of English?—They get no knowledge at all of Welsh so far as the school is concerned, and the knowledge of English that they get is very mechanical, that is to say, in many schools.

56,598. Does it help them when they leave school; are they in a position when they leave school to conduct their cor-

respondence in English freely?—Children from Welsh-speaking districts can only do so imperfectly.

56,599. And that handicaps them very much?—No doubt.

Failure of pupil teachers.

56,600. I was in Carnarvon last year at the college; I understood that out of something like 32 Welsh pupil teachers who sat, a very large number of them failed; do you know anything about that?—I made inquiries of the Principal after seeing that statement in the report of this Commission, and he informed me that out of 24 Welsh pupil teachers who sat there only four passed, one in the second division and three in the third; and that out of four English teachers not one passed. I wish to make this observation, that that should not be taken as a fair indication of the attainments of Welsh pupil teachers.

56,601. I was going to follow that up by another question: Do you think that that large amount of failure was due to a great extent to the incapacity of a Welsh pupil teacher to compose his answers in English?—Partly, but not entirely.

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Examination in Welsh as a Specific Subject—Welsh Grammar.

56,656. (*C. H. Alderson.*) With regard to the last part of Mr. Richard's examination as to the introduction of the teaching of Welsh as a specific subject, what form did that take; was the child told to translate a bit of English into Welsh or Welsh into English?—There were questions in Welsh grammar; it is very much like the schedule for examination in Latin.

56,657. Was it translation into Welsh and from Welsh, or how?—I believe there were questions for the translation of English into Welsh and of Welsh into English.

56,658. And certain questions on grammar?—Yes.

56,659. You have very full and admirable grammars in Welsh, have you not?—We have some.

56,660. Very good ones?—They vary in merit.

56,661. I remember to have seen some extremely good ones. Without making it a specific, would a Welsh child be, naturally, able to write in Welsh?—No, not without practice.

56,662. Do Welsh children never write to their parents in Welsh; I mean without being taught as these children were, who took it as a specific subject?—Yes, they do.

56,663. Is it a written language to any extent?—Certainly; we have from six to eight newspapers published in Wales, what we might call national papers, every week, and a large number of local papers.

56,664. What I meant was, do Welsh people write to each other in Welsh?—Yes, to a large extent.*

56,665. Is the Welsh that is acquired by Englishmen who go into Wales (teachers for instance) of the kind that they can make intelligible to the children, and to their neighbours?—There have been so few cases that I could not give a definite answer. I only know one or two English teachers who have gone to Wales and studied the language so as to master it.

56,666. And then have they not talked a sort of Welsh so fine that it was over the heads of the people?—I should say not.

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*This may be true of some who have received a more advanced education, or have given attention to Welsh literary composition; but there are far too many unable to write in either language, or who are almost obliged to use English in writing to their friends while the language of ordinary intercourse would be still Welsh. (*See p. 119.*) *J. E. S.*

The Evidence of EBENEZER MORRIS.

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Inspectors, &c.

23,282. (*Chairman.*) Is sufficient use made of the Welsh language by the inspector?—It is very seldom that I ever hear of it being used at all.

23,283. What proportion of the children in your school speak Welsh?—Almost every child.

23,284. Then is the education in your school carried on in Welsh or in English?—In English.

23,285. Are the books that you use Welsh or English?—English.

23,286. Is that the result of your choice or of that of your managers, or of whom?—We are obliged to have them so; it cannot be otherwise, according to the present code.

23,287. Then there is no provision whatever in your school for children being instructed in the language which they use in ordinary life?—No, it is all in a foreign tongue.

23,288. And is no attempt made by the inspector to ascertain the proficiency of your children in Welsh?—I never heard of any one doing so. Our inspectors as far as I know never do so.

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23,351. Then I suppose we might also take it, that the difficulty of the schools in Wales is that English is considered by the Welsh to be a foreign language?—It is certainly a foreign tongue to children in an elementary school, just as if a Frenchman were to teach French in English schools, and examine them in all the subjects through the medium of French.

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23,393. (*R. W. Dale.*) Now then, tell me what you have to say on this point; you urge very naturally that a difficulty arises from the fact that you have to teach the children in a language that is not native to them?—Yes.

23,394. Do you think that the parents of your children would consent to having them taught in Welsh?—It is rather difficult to say that now; but the thing is whether the children would learn better; I think that is the most important question.

23,395. That no doubt is a very important question?—If the children came to understand the English language better, and learnt it better, it would be better for them to do it through the medium of Welsh.

23,396. Am I right in saying that there would probably be a great reluctance on the part of the parents to Welsh being adopted as the general language of the school?—I do not think so, especially taking it as the medium for teaching English. I do not approve of the Welsh being made the general language of the school.

How to teach English best if perfect freedom were allowed.

23,397. (*Lyulph Stanley.*) Do you think that if the Welsh language was used for teaching in the infant schools and in the lower standards you would use the English language as the means of teaching in the upper standards?—We are obliged to do so now.

23,398. I am not asking you what you are obliged to do now, but you say that you would rather teach in the Welsh language?—No, I did not say that.

23,399. Then I ask you would you rather teach in the Welsh language?—No.

23,400. Then would you rather teach in the English language?—I do not care which.

23,401. In your present school which would you prefer to use if you were free?—If free to do as I thought best I would teach them English and Welsh sentences as a means of increasing their vocabulary of English words, and to express themselves in English. I think there ought to be a chance for the teacher to use the Welsh language as the medium of giving instruction to the children in English.

23,402. If you were perfectly free, would you teach the children using the Welsh language in speaking to them?—Yes, but only so far as they were unable to understand me in English. Before the revised code I used an English and Welsh handbook, with English sentences on one side and Welsh on the other. The children had a number of sentences to commit to memory as a home lesson and sometimes in school. The next day the teacher would give a sentence in English or Welsh, and the children had to repeat the equivalent, or sometimes they were required to write them. Care was taken to explain the difference in the construction of the sentences. I have no doubt children learnt more English by that method than they do under the present system.

23,403. The children who come to the infant school come not

speaking a word of English, I suppose?—Not a word.

23,404. In how short a time are they able to speak English?—It is very difficult to say that; they are not able to speak English until they are, say, in the Sixth or Seventh Standard.

23,405. Do they come to the infant school generally when they are five years old?—When they are three years old.

23,406. Do you find that at the time when they come into your school at the age of seven, when they leave the infant school they can speak English fairly?—No.

23,407. Can they understand an easy English reading book?—No, not even in the Third Standard.

23,408. They can understand something of it, I suppose?—Yes, of course.

23,409. Do you think that by the time the children were 10 or 11 years of age in the Third or Fourth standard, they would understand more English if you had been generally teaching them in Welsh and teaching the English as a foreign language you yourself speaking Welsh?—Yes, to understand it, but not to speak it. My opinion is that English should not be the spoken language of the school.

23,410. Could you do it in the time you have now?—No.

23,411. Then do you think that you can teach them more English in the time that you have by the present method than if you spoke to them in Welsh?—Yes, I can cram more English into them.

23,412. I am simply questioning you now as to how you would most easily teach the children English, and I ask whether the children would be better able to understand and to speak English at 10 or 11 years of age if during the years up to that time you had been teaching them in school in the Welsh language?—I believe they would understand much better, but would not be able to speak unless we had more time than we have at present.

23,413. But that is not my question: given the time that you have (in the $2\frac{1}{2}$ hours, taking that as the amount of time), and using it either to teach English or Welsh, in the same amount of time by which method would you teach them English best?—By teaching them in Welsh. I would teach them to understand English better, but not to speak it.

23,414. You think that if you talk to them in Welsh and taught English as a foreign language they would understand it better but not speak it so well; is that your answer?—Not exactly. Use the two languages together; use the English for speaking and the Welsh for explaining.

23,415. Will you tell me in your own language, given the present amount of school hours, and the present attendance at

the school, in what way would you soonest enable the children in your school to read, understand, and speak English?—By having a book in English and Welsh, one side English and the other side Welsh, let the children read occasionally the Welsh part as well as the English; then they would thus understand the English better. The children should also commit a portion to memory, and produce it on slate or paper, they would thus increase their vocabulary, and learn to express themselves in English.

The Bible read in English to Welsh children.

23,416. Do you read the Bible in your school?—Yes.

23,417. Do you read it in Welsh or in English?—In English.

23,418. But you might read it in Welsh if you chose?—I am not sure of that; it depends on the managers.

23,419. If the managers chose you might read the Bible in Welsh?—Yes.

23,420. Do the managers express a preference for reading in English?—No, they have expressed themselves either way.

23,421. Then you would be free to do what you liked?—Possibly.

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Welsh schools more successful in examinations than English ones.

23,426. At any rate, with the difficulties of having to use two languages, you have succeeded in getting on your children into the upper standards to a much larger extent than is common in village schools in England?—Perhaps that is the case.

23,427. Do you attribute your success in pushing your children up through the standards to the large staff that you have?—I do not consider it a large staff.

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23,513. (*C. H. Alderson.*) With regard to the teaching of Welsh, how far have the children in the lower standards, Standards I. and II., any knowledge of the English book?—Very little.

23,514. But they go through an examination by the inspector?—Yes.

23,515. Does not he ask them questions on the meaning of words?—Yes, in English.

23,516. And they reply in English?—They do their best, but the instructions to inspectors say that they are only to do so to a limited degree.

23,517. They would, I suppose, understand a great number

of the nouns in their English book, such as horse, cow, and so on?—Yes, they would.

23,518. They would have a certain amount of knowledge, I suppose?—Yes, they know more than they can express; and that is a disadvantage to pass the examination.

A very great want—No Welsh writing taught.

23,519. Is there any teaching of writing in Welsh?—Not in schools.

23,520. Is there any translation of English into Welsh?—No.

23,521. Why is that?—We cannot afford the time because we want to go on with the other subjects; it would take us away from the subjects required to pass the examination, and so we would miss the grant.

23,522. But would not it have a great effect in so to say, perpetuating the language?—It might; I do not think that it would do much, but the children have to read and talk Welsh in the Sunday schools.

23,523. But not to write Welsh?—Not to write Welsh. Perhaps I ought to say this with regard to that question. Many of the children after leaving school remain in Wales, and though they have reached the Fourth or Fifth Standard, if they live in a rural district, will in 12 months forget most of the English they have learnt, and not having learnt to write Welsh are unable to write either Welsh or English. They are between two languages, unable to write a letter in either.

23,524. Is not that a very great want?—It is a very great want. I think that if the children were taught Welsh (although I am not very zealous for having Welsh taught in schools for all that) but if they were taught to write Welsh, it would be a great benefit to a large number of children attending our schools, because at present they leave school unable to express themselves in English or Welsh, that is to say in writing.

23,525. Could a Welsh boy in the Sixth Standard translate this into Welsh, "I want a pair of new boots"?—Yes, they could do that in the Fifth Standard.

23,526. He could write the Welsh equivalent for that sentence?—I doubt whether he could write it in Welsh correctly.

23,527. That is what I am asking; could the children write in Welsh the equivalent for, "I want a pair of new boots"?—I do not think they could, they would be unable to write the Welsh for that.

23,528. Would a Welsh boy who removed to London write to his parents in Welsh?—A child from the Fifth or Sixth Standard would write in English better than he could in Welsh, on account of being unaccustomed to write the Welsh language.

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Inspector in Welsh Wales never heard speaking Welsh.

23,558. (*Hy. Richard.*) Speaking with regard to the Welsh language, do your inspectors understand the Welsh language?—Yes.

23,559. Who is the head inspector?—The Rev. E. T. Watts.

23,560. Is he a Welshman?—I believe he is, but I never heard him speak Welsh.

Desire to learn English.

23,561. There is an impression among our English friends, which you would probably say is a mistaken one, that there is a prejudice, almost a hostility in Wales, against the English language; that is not so, is it?—The people are very anxious indeed to learn the English language.

23,562. And the parents would know very well that it is a great advantage to their children if they want to get on in the world to be able to speak English?—Yes.

23,563. Then you do not wish that the Welsh language should be so taught as to lead to the exclusion or neglect of English?—No, it should not be so at all.

23,564. You think and feel that it is an absurdity to try and teach anything to a little child in a language of which he is absolutely ignorant?—I believe so; it is almost impossible to do it without explaining it to him in his own language.

23,565. That is the condition in which many of your children come to you, is it not?—Yes, in the infant school and even in the First Standard they are able to understand next to nothing of English.

Optional class subject, &c.

23,566. What liberty would you desire to possess in your school as to the use of the Welsh language?—I think that it would be advisable to have Welsh as a class subject, only it should be optional. I would not have it made compulsory, but I would like it to have a trial, so as to see if the children would come on better.

23,567. But even then you would use the Welsh in part as a means of acquiring English?—Yes, they should certainly be taught parallel.

23,568. Would you desire that the children should be examined in Welsh by the inspector, and that they should receive marks for their acquisition of Welsh as well as of English?—They ought to be allowed to answer either in English or Welsh, and marks should be given if they are able to answer in either of the two. If a child failed to express himself in English he ought to have a chance to do so in Welsh.

23,569. Would you care to teach Welsh grammatically in your school; that is to say, would you teach Welsh grammar?—Personally, I would have no objection, but I do not know whether it would be better for the children in my school.

23,570. Generally speaking the Welsh do not learn their language grammatically to any large extent, I believe?—No, they do not, and that is the cause of the difficulty which I spoke of just now, as to the not being able to write the language.

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23,583. Are you a member of the Society for the Utilization of the Welsh Language in Education?—No.

23,584. There is, I suppose, throughout Wales at this time a very general desire that there should be a more distinct recognition of the Welsh language as an instrument of education?—I believe so, and it is becoming more so every year. I kept aloof from that society, because I had not fully made up my mind, although I feel strongly that Welsh children ought to be able to write their own language, and it ought to be used to learn English.

Experience in a Welsh watering place.

23,585. (*T. E. Heller.*) What proportion of the scholars attending your school come from Welsh-speaking families?—Almost all of them. I may have half a dozen from English-speaking families.

23,586. Am I right, then, in assuming that when the scholars leave the school they hear no English, or very little English?—Many hear very little English; our place is much better than many places, being a watering place, it is visited by many English friends.

23,587. It is a place that is visited by English people?—Yes.

23,588. In that respect would your parish and your school be less Welsh than the greater part of Anglesea and North Wales?—It is better situated than most places in North Wales.

23,589. There is more contact with English there?—Yes.

23,590. Have you noticed what is the language which the children use when they are at play in the play ground?—Universally Welsh; it is almost impossible to get them to speak English when at play.

23,591. Then the only English that they hear is in school?—Yes, or occasionally in the street, and some at home.

23,592. Do you think that Welsh parents are extremely anxious that their children should learn to speak and write English?—They are very anxious.

23,593. Have you heard any public expression of opinion to that effect?—No, I do not think that I have heard it from the

parents; but I may say that all classes are very anxious for the children to learn English well.

23,594. What induces them to take that view, do you think?—Because it is the language of the commerce of the country, and the children stand a poor chance of getting on in the world without it, besides many parents expect to see their children coming into England.

23,595. They feel that it is for the future welfare of their children to be able to speak English well and write it?—Yes.

Case of prejudice of managers—Teacher dismissed because he used Welsh.

23,596. Have you ever heard of a teacher being dismissed by a body of managers because he used Welsh in teaching in his school?—Never.

23,597. Should you be surprised to hear that such a case had happened?—I would.

23,598. I may tell you that such a case has happened. Does not the present arrangement of the code put very great pressure upon the teachers to make the children good English scholars?—Yes, too much.

Thinks poetry should not be included in the English.

23,599. Then what is it of which you complain?—There is too much work; we cannot get through it. For example in English we cannot have enough time to teach English properly. I think that the poetry should not be included in the English; and although it is advisable for them to learn the prefixes and suffixes it is more work than the children can master. We are expected to work them too hard and to cram them.

23,600. I quite expected to hear that from you, because I have heard it from so many of the teachers in Wales; but is it your complaint that the quantity of matter demanded for examination compels you to use irrational and improper methods?—It is so.

23,601. Is it a matter of fact that a good deal of the English which is got up for the reading pass, is a matter of rote?—It is impossible to teach it intelligently, and go through the three books.

Results—Disappointing.

23,602. Is the result of that kind of teaching to leave no permanent effect upon the children when they leave school, so far as English is concerned?—I believe that in many cases it forces the children to hate their books.

23,603. Does it leave any permanent good English in their

possession?—No, except with a few who are sharp, and remain in school to go through the standards. I think that we might be able to teach them English better than we do at present if we had more time and less work. We cannot devote a sufficient number of hours in a week to English, and the reading requirement is too much.

23,604. Would you say that if you had one English book thoroughly taught on good methods, using the methods of translation from Welsh to English, and from English to Welsh, as is done in the teaching of a foreign language in this country, your children would be put in a better position when they get to the Third and Fourth Standards?—Yes; especially in country schools.

23,605. Then you believe that it would be an educational gain to reduce the number of books for the examination?—Yes; although I would prefer having a literary and a history reading book, only with a much less number of pages in each book.

23,606. I understand you to mean that you would not object to having two books for practice in reading, but you would prefer to have the examination based upon one book?—Upon one book or half of a book.

23,607. Do you mean the half of two books?—Yes.

23,608. And you think that that would give a better result?—Yes, I am certain it would.

Method used by himself in Standard I.

23,609. Will you describe to the Commission what is your method of dealing with English when you get a child into the First Standard?—The first thing that I do is to read sentence by sentence and for the children to follow; then I ask them sometimes what are the meanings of the words, and they have to explain them in Welsh, and afterwards as well as they can in English.

23,610. You do that now?—Yes. After explaining them in Welsh I explain them in English and I ask them afterwards to express themselves in Welsh and in English on the meanings of the lesson and the words.

23,611. In passing and going into a good many Welsh schools last summer I heard teachers reading out three or four words and the whole class repeating them as a whole; is that a common practice?—Yes it is.

23,612. I tested myself in several schools the children in the Third and Fourth Standards and they read to me fluently out of the book that they had prepared; but when I asked them the

meaning of some of the simplest words and sentences, I was not able to ascertain that they had any intelligent knowledge?—They have not even in the Fourth Standard.

23,613. Is that sort of thing general?—Yes, unless the class is in charge of a good teacher.

23,614. And the quantity of matter that you have to cram up for the examination prevents your teaching in a natural way?—That is undoubtedly so.

23,615. Are you in favour of teaching Welsh as such, as a special or class subject, in the school?—As I have said before I have not quite made up my mind upon that; and yet I would like those who believe in that plan to have a chance to try it. It may prove a great blessing to the children.

23,616. Every Welshman of course would like to see the language preserved; but do you think the school is the place where that can be secured?—I would not do that for the sake of learning the language and nothing else, but only as a means to understand English through it.

23,617. You admit that in giving them any intelligent knowledge of the matter that you read, you must proceed from what they know to what they do not know?—Yes, we must proceed from the Welsh to the language that they do not understand.

23,618. Then I am right, I suppose, in assuming that throughout the whole of the Welsh speaking part of Wales a good deal of Welsh is used in the lower standards necessarily in explanation in order to give them a common means of education?—Yes.

Queen's Scholarship failures.

23,619. I was very much struck less than three weeks ago, when visiting a Training College, in North Wales, to hear that out of the 33 pupil teachers who came up for Queen's Scholarships, only two passed. That is a most extraordinary amount of failure. I was told that it was because they failed in their English composition; would you support that view?—No doubt, because it is almost impossible to get them up in composition in order to pass the examination on account of the language. Their English vocabulary is very limited, and they are overworked. It is very difficult to get the best scholars to become pupil teachers; we are obliged to take inferior scholars. Perhaps I ought to state here that I was speaking with an English national schoolmaster last Tuesday week, I asked him, did he, as an Englishman consider there was a difficulty in connexion with the Welsh language in his school; he said "It has nearly driven me out of the country." I said, "May I make use of your expression?" "Yes," he said, "you are quite welcome; the

“use of the Welsh language and the inability of the children to speak English has nearly driven me out of the country.”

High Welsh percentages.

23,620. You are aware, I suppose, that the percentage of passes in Welsh schools in reading is as high as in England?—Yes.

23,621. Does not that seem rather extraordinary?—They only learn to read like parrots. Perhaps that is putting it rather strongly; that is to say, they learn to read the words and that is all, and we give a great deal of time to the reading.

23,622. A Welsh child generally has a good ear for sound, has he not?—Yes.

23,623. And is rather an imitative creature?—Yes.

23,624. So it is possible to get up a good deal of this in a sort of unintelligent manner?—Yes, it is; the Welsh child has generally a good ear.

23,625. Have you any reason to suppose that the standard of examination is unconsciously made easier by the inspectors in Welsh schools?—I do not think that. I can only answer for my own school.

23,626. Let me put another question to test that; have you ever had experience of an inspector fresh from another district, an English district?—No, not for the last 14 years.

23,627. It has been given to me as their experience by several Welsh teachers that in the first year when a new inspector comes from an English district, their percentages always drop down very heavily; are you able to say whether that is generally the case?—I believe it is the case even with Welsh inspectors when there is a change.

Over-pressure.

23,628. Do you say that the strain of getting up this reading largely conduces to over-pressure in Wales?—Yes, undoubtedly.

23,629. Have you found that yourself?—I am sorry to say I have.

23,630. Do you think that the children are mentally over-pressed?—Yes, it cannot be otherwise with the present code.

23,631. Is the result such as would induce them to take a dislike to learning when they leave the school?—I believe that to a very great degree; that is my opinion, and I believe it affects their health, as well as the teacher's health.

Welsh-speaking population probably increasing.

23,632. Do you think that the Welsh-speaking area is increasing or decreasing?—I believe it is increasing more than decreasing.

23,633. Are there any facts which would show that; for instance, would the increase of the Welsh newspapers be any criterion?—Yes, and the Welsh reading books generally; I have been told that in some parts of Wales, English parents become Welsh speaking parents before very long.

23,634. Have you any other reason to give for this increase of Welsh newspapers besides the extended area of Welsh-speaking people?—No, unless the people are becoming more anxious to read. I think that the extension of the area is the greatest cause of their increase.

23,635. How would you get over the difficulty of the differences of the Welsh that is spoken in different parts of the principality, I find that the Welsh in South Wales is said to be distinctly different from that which is spoken in North Wales?—It is in the speaking, but not in the reading, preaching, and praying.

The witness withdrew.

APPENDIX.

THE TEXT OF THE REPORT OF THE ROYAL COMMISSION ON THE ELEMENTARY EDUCATION ACTS, AS REGARDS THE BI-LINGUAL QUESTION, 8TH MO., 1888.

The report of the Royal Commission on the Elementary Education Acts contains a section devoted exclusively to the special condition and needs of Welsh schools. The following is the full text of this section :—

“ We have dealt with the question of Welsh schools and the bi-lingual difficulty. Many of these schools labour under this difficulty, which arises from the fact that although the native language of the children is Welsh, they are practically treated by the Code as if they always spoke English. It has been stated in evidence that fully two-thirds of the people in Wales habitually speak Welsh,¹ and although a considerable portion of the adults also speak English with ease, the bulk of the children, we are told, come to school wholly ignorant of that language, and yet English is the vehicle through which they have to learn everything, and in which they will have to be examined.² The knowledge of English which they acquire while at school is said to be so meagre and superficial that, according to evidence, in the Welsh-speaking districts, English is lost in a great measure soon after the child leaves school.³ The only provision of the code which at all attempts to meet the difficulty is one in which it is laid down that the intelligence of the children in the ordinary reading examination may be tested by Her Majesty's inspector allowing them to explain the meaning of the passages read.⁴ There has been no desire expressed before us that the use of the English language in the schools should be at all diminished.⁵ But it is felt that to enable these schools to overcome the special difficulties with which they have to contend, they should be allowed, at the discretion of the managers, to teach the reading and writing of the vernacular concurrently with that of English. As the Welsh language is almost purely phonetic in character, and does not present the

¹ 42,871-2 (Griffiths) ; 56,570 (Williams).

² 56,573-4 (Williams).

³ 56,576-7 (Williams) ; 42,907 (Griffiths).

⁴ 56,578 (Williams).

⁵ 56,585 (Williams).

difficulties which that are experienced in mastering English, the permission to use bi-lingual reading books would meet the objection of the teachers, who complain that the amount of reading matter to be got up in Welsh schools is too great.⁶ But it is felt that they should be allowed to take up,—

Welsh as a Specific Subject recognised in the Code ;

To adopt an optional scheme for English as a Class Subject suitable to the special needs of Welsh districts, such scheme being founded on the principle of substituting a graduated system of translation from Welsh to English for the present requirements in English grammar ;

To teach Welsh along with English as a class subject ;

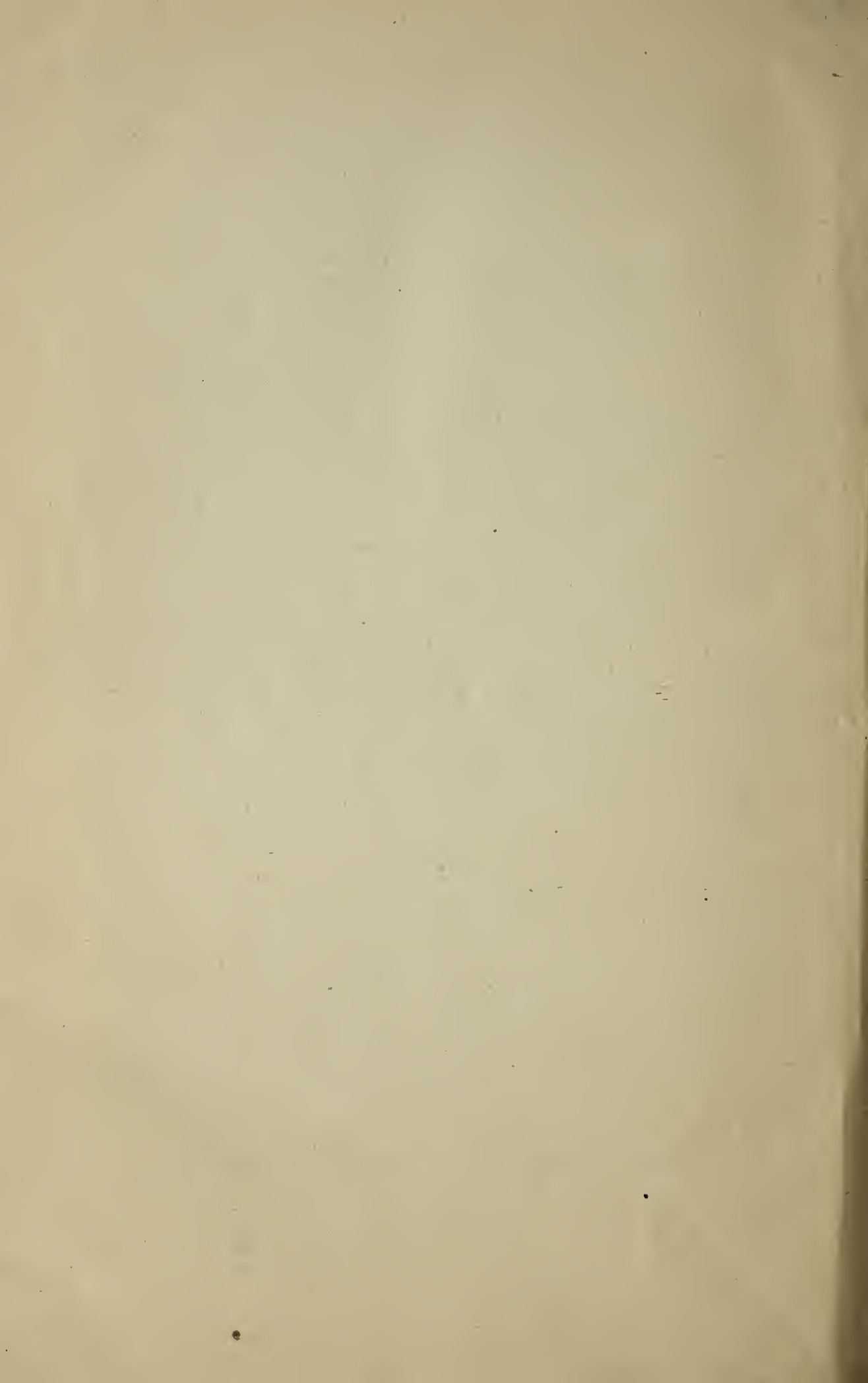
And to include Welsh among the languages in which Queen's scholarships and for certificates of merit may be examined.

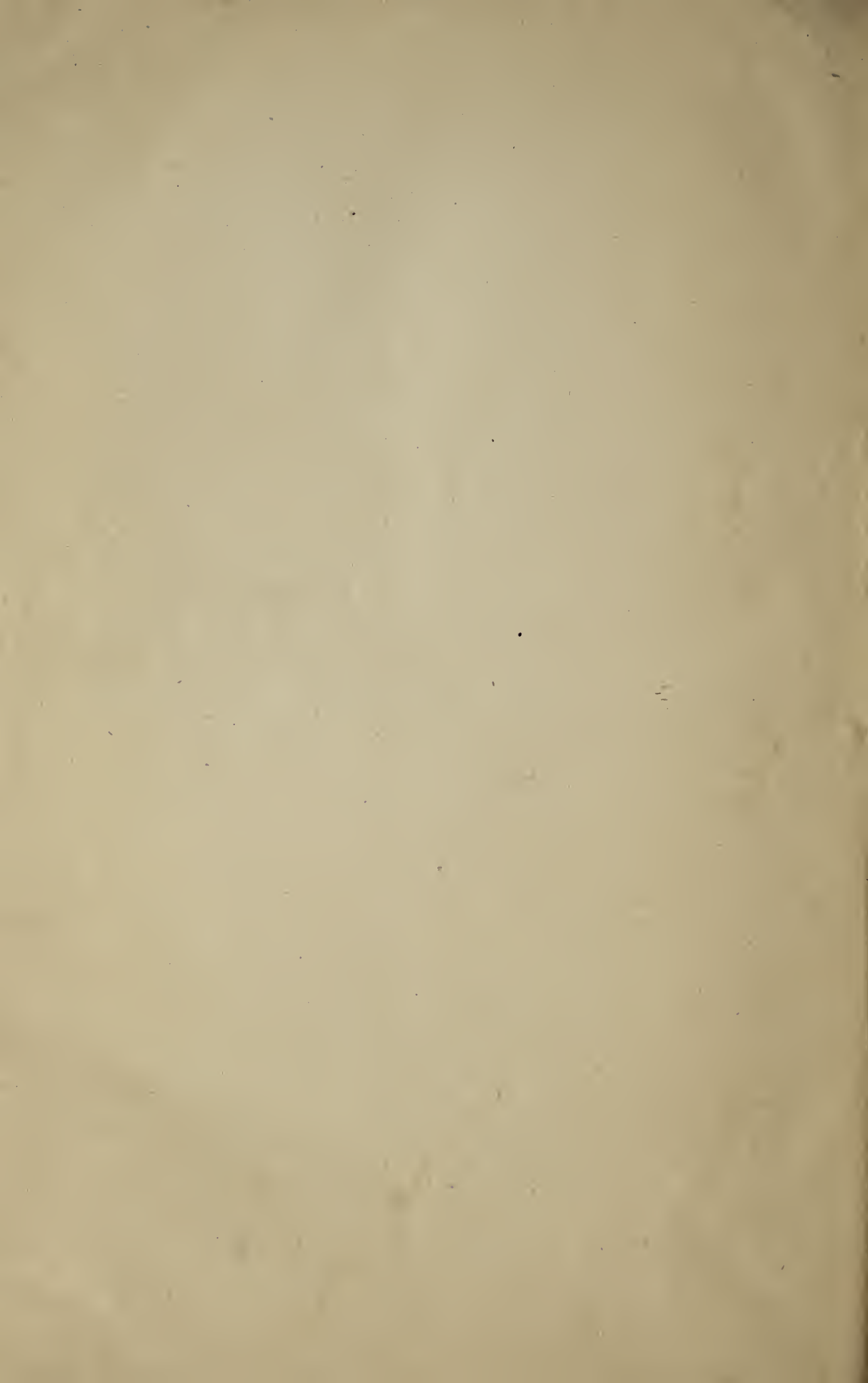
All these points are advanced in the answers we have received to circular D from the head teachers in the counties of Glamorgan and Merioneth. Since concessions somewhat similar to those now demanded in Wales have already been granted in the Scotch Code to the Gaelic-speaking population of Scotland, there appears good reason why they should be conceded in the English code for the relief of our Welsh-speaking population."

The "Second Minority Report" signed by E. Lyulph Stanley, R. W. Dale, Thomas Edmund Heller, Henry Richard, and George Shipton, also emphasises the recommendations of the "majority report" for the utilization of the native language in the elementary schools of Wales, and for exceptional consideration for the special needs of Welsh schools. This portion of the report, signed by the five commissioners named above, says :—

"In the greater part of Wales the language interposes many difficulties in the way of teaching according to a code which is drawn up for English speaking children. We think, in addition to agreeing with the recommendations of our colleagues as to the use to be made of the Welsh language in teaching, that the peculiarities and difficulties of the Welsh speaking population should be continually borne in mind in conducting the Government examination, and in any modifications of the regulations which may be hereafter made by the central educational authority."

⁶ Memorial of Society for Utilizing the Welsh Language.







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